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for

Social Work Education

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fourth special recruitment issue

Council on Social Work Education
345 East 46th Street
New York

17

N. Y.

COUNCIL ON SOCIAL WORK EDUCATION
345 EAST 46TH STREET, NEW YORK 17, N. Y.

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POPULUS DICIT PRO NOBIS
or
LOOK WHO'S MAKING OUR PITCH!

FROM: THE ROCKEFELLER BROTHERS FUND

Crucial to any expansion of welfare programs to aid victims of non-economic social distress are individualized social services, *the training of more social workers*¹ and counselors. We recommend that private organizations, states, and the Federal government take steps to expand opportunities for social work education.

Special mention should be made of the question of racial discrimination and tensions, particularly in urban areas, which create barriers to the fuller self-development of individuals in minority groups.

As our economy moves toward higher levels of income, the basic wants and needs of individuals - food, clothing, shelter, economic security and health - become increasingly satisfied. As a consequence, we have more income and leisure to attain intellectual and cultural objectives.

This report has dealt largely with the material and physical well-being of our citizens. But these gains will have only partial meaning unless they are accompanied by the fullest possible realization by the individual of his spiritual, intellectual and cultural capacities.

Our democratic faith is a faith in the whole human being. We are concerned for the individual's life and health, his security and comfort; but even more we must be concerned for the fulfillment of his highest aspirations.²

FROM: HOWARD A. RUSK, M.D.

Writing in the *New York Times Sunday Magazine* seven years ago, Arnold Toynbee said, "Twentieth Century will be chiefly remembered as an age in which human society dared to think of the welfare of the whole human race as a practicable objective."

One and perhaps the most significant feature of social development. . . is the increasing recognition throughout the world that the security and welfare of the human race are interdependent within each geographic area of the world and that the security and welfare of each geographic area of the world is dependent upon the security and welfare of each other part of the world. . . I believe [this concept] . . . represents our ability, as society matures, to give fuller expression to a feeling that is as old as mankind itself - the desire to share with and help one's neighbor.

The various professional organizations have reported the following needs within their professions - 70,000 additional nurses; 8,000 more occupational therapists; nearly 6,000³

¹Italics are the editor's.

²Excerpted from the summary of the report on "The Challenge to America: Its Economic and Social Aspects," prepared by a panel of the Special Studies Project of the Rockefeller Brothers Fund, Inc., as reported in the *New York Times*, April 21, 1958, 17.

³Howard A. Rusk, M.D., "Health Manpower, An Essential Investment." Abstract of address delivered at a luncheon given by the Commission on Health Careers of the National Health Council, April 22, 1958. (Mimeographed.) The luncheon was held to honor the National Foundation for Infantile Paralysis. The National Association of Social Workers presented a scroll to the Foundation for its great contribution in financing education for medical social workers.

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Dr. Howard Rusk, cont'd

more physical therapists; 3,500 more medical social workers; 5,060 more psychiatric social workers;⁴ 50,000 more or three times our current number of medical technologists; 2,200 more dieticians; 10,000 more clinical psychologists; 3,600 dental school graduates each year as compared to the current 3,100; and on and on throughout almost all of the 156 different health professions.

These needs although tremendous are not overwhelming. They can be met if the full resources at our disposal are utilized. ...

...Today we honor the National Foundation for Infantile Paralysis for the over \$1,000,000 it has invested 778 students for social work who have become qualified as medical social workers through scholarships provided by the National Foundation and for its aid to professional organizations and universities concerned with medical social work education and practice. ...

Social work is a much misunderstood term and social workers have not always had the recognition to which their role in society entitles them. One of the things we have learned is that the shortage of well equipped social workers in our local communities is a serious threat to the effectiveness of our clinics and hospitals. No matter how good these services are they cannot be fully effective unless the patients they send back to their home communities can get the follow-up help and service needed from their local community agencies.

*If agencies are to provide such services, they must have social workers with a high degree of professional competence, maturity of judgement and knowledge. We must do all we can to see that social work attracts and trains a more adequate supply of such young men and women.*⁵

In addition to the direct and indirect benefits of its own professional education program, the National Foundation's leadership has inspired other voluntary health agencies and professional organizations to recognize the problem of recruitment and training personnel and to establish projects and programs to help meet these needs. ...As one concerned primarily with rehabilitation, I know the effect of these activities. The Institute of Physical Medicine and Rehabilitation, New York University-Bellevue Medical Center, of which I am the director, and the other rehabilitation centers and services in the United States could not be what they are today if it were not for the professional education activities of the National Foundation for Infantile Paralysis.⁶

FROM: MARION B. FOLSOM

The nation needs a revised set of values in which society gives high priority to people rather than to things, ...Marion B. Folsom, Secretary of Health, Education, and Welfare, stressed...to the American Philosophical Society.

"We are accustomed to think of investment only in terms of physical equipment," he said.

He noted that expenditures for machines are measured by expected benefits, but that expenditures for the conservation and development of human resources "tend to be regarded only as costs, without reference to future returns."

*"We need a set of values which will lead us as a people to invest a larger part of our attention, efforts and income in human resources -- in health and education, in human welfare," Mr. Folsom said.*⁷

⁴Italics are the editor's.

⁵Italics are the editor's.

⁶Howard A. Rusk, M.D., op. cit.

⁷The New York Times, April 25, 1958. Italics are the editor's.

FROM: DR. HENRY DAVID

What is happening to the supply on which social work draws for its personnel? It is true that the college population is growing but not as rapidly as had been anticipated. The optimism expressed regarding the doubling of enrollment by 1972 may be questioned. In considering the anticipated growth in college population, do you want to keep the same proportion of graduates coming into social work or do you want to increase this percentage? Your tactics will depend upon your answer to this question.

The professions which will gain are engineering and science. But if social work models its recruiting techniques on techniques which have proved effective in engineering it will fail. To the extent that it sells the need for social workers and searches for new ways of conveying information about the opportunities for a career in social work it may succeed. One primary selling force should be something which attempts to relate the experience of the child and the environment to the needs of people and to the way in which the profession of social work attempts to meet these needs.⁸

The Council on Social Work Education concludes that:

SUCH CONCRETE EVIDENCE OF THE UNDERSTANDING AND SUPPORT OF THESE IMPORTANT ORGANIZATIONS AND INDIVIDUALS SHOULD HEARTEN US AND GIVE NEW IMPETUS TO OUR RECRUITMENT EFFORTS.

THE COUNCIL'S FOURTH SPECIAL RECRUITMENT ISSUE OF *SOCIAL WORK EDUCATION* IS DESIGNED TO PROVIDE USEFUL INFORMATION FOR THAT PURPOSE.

⁸ Henry David, Executive Secretary, National Manpower Council, in an address entitled "Manpower Utilization," delivered at a meeting of the Committee on Careers in Social Work, Council on Social Work Education, March 21, 1958.

THE ACCELERATED RECRUITMENT PROGRAM OF CSWE GAINS MOMENTUM

Last year, in the Special Recruitment Issue of *Social Work Education* (Vol. V, No. 2, April 1957),¹ we reported the launching of the Council's Accelerated Recruitment Program in two phases: (1) immediate, and (2) long range:

Phase One. Development of a long range national recruitment plan of action.

Phase Two. Putting the plan into operation.

It was agreed that an initial fund of \$15,000 would be necessary to implement Phase One and that preliminary research

for the development of such a plan would be undertaken during the summer of 1957. Mr. Alex Rosen served the Council in the capacity of Consultant on Recruitment during that period. Phase One has been completed and Phase Two is well under way.

Current news on recruitment at the Council is exciting and hard to keep up with. This summary of recent developments is intended only to report highlights:

1. A National Citizens' Committee on Careers in Social Work was organized in November 1957 under the dynamic leadership of Sidney Hollander. It has already

¹ This issue is available from: Council on Social Work Education, 345 East 46th St., New York, 17, N. Y. Price: \$1.00.

held two meetings. Membership in this committee is to be expanded and CSWE would welcome suggestions of non-social workers who have the interest and talent to contribute to the committee's work.

2. The National Citizens Committee has approved a National Recruiting Plan, the major aspects of which are outlined elsewhere in this issue.

3. A grant of \$14,000 from the Edith Lauer Foundation (for a three-year period) and a grant of \$25,000 from United Community Defense Services (\$15,000 of it conditional upon CSWE raising matching funds) have been received. These grants, with others previously received, have enabled the Council to employ Mr. Seymour Facher to undertake a financial development program so that recruitment efforts may be further accelerated and to bring Mr. Alex Rosen back to Council staff (August 1, 1958) to direct recruitment activities.

4. Through the cooperation and interest of Mrs. Leonard Bernheim, Chairman of the Greater New York Recruitment Committee, and the devoted efforts of Mrs. Mortimer Hess, the Council has received a grant of \$70,000 from the estate of the late Marian R. Steckler to produce a film especially designed for use in recruitment. Planning for production is already under way. The field has long wanted such a film and it is hoped that patience will be shown by all concerned during the period required for production so as to assure a truly worthwhile result. Suggestions or ideas for the film are invited by the committee responsible for its planning.

5. The New York Life Insurance Company, through its president, Mr. Clarence J. Myers, has informed CSWE that it will devote one of its six career advertisements during 1958 to social work as a career. For more than three years the Council has been knocking at New York Life's door. It is now opening and everyone is eagerly waiting to walk in.

6. Planning is under way to secure the resources and develop the means for a national program of interpretation of social work through the employment of mass media and thereby to create a better climate for social work functioning.

7. The National Budget Committee (The N.B.C. is jointly sponsored by the National Social Welfare Assembly and the United Community Funds and Councils to review the budgets of all national health and welfare agencies.) which considered CSWE's budget request for 1958-1959 wrote a penetrating and incisive summary of interest to everyone in the field:

The Council's fundamental job today is to lead the massive effort needed to solve the No. 1 problem in the social welfare field—the shortage of trained people. Only 1,600 to 1,700 persons will be graduated this year from social work schools to fill more than 10,000 existing jobs. Unless there is a substantial increase in enrollment before 1961, the number of unfilled jobs will be many times as great.

It is the Council's responsibility to arouse the nation and, *curiously enough, the social welfare field itself*,² to this perilous situation, and to challenge us to the effort and expenditure necessary for its solution. Considering its small staff and limited funds, the Council has made a promising start on the job. If the problem is to be solved, however, a great deal more must be done: the Council must have more support from the field whose future it is seeking to preserve, more staff, and more funds; it must stimulate expansion of social work education and increase recruitment efforts. The Committee believes that the Council should expand its program at a much faster rate than it has been able to do. It feels the Council would be strengthened for this essential job by the addition of more lay leaders to its Board.

A budget of \$180,708, the amount asked by the Council for 1959, is not large enough, considering the magnitude and urgency of the problem. It is approved by the Committee, but only as a minimum and with the earnest hope that much greater financial support can be found.

8. The Subcommittee on Scholarships of the Committee on Careers in Social Work, under the Chairmanship of Arnulf M. Pins is well along with a draft of a

²Italics are the editor's.

document for general distribution on financial aid to social work students. Aspects of the subject to be covered include: relationship of financial aid to recruitment; the role of local united funds and chests in developing financial aid programs; the role of local agencies in such development; definition of aid titles, e.g. "scholarship," "fellowship," etc.; criteria for the awarding of stipends. It is hoped that a final document will be available in the summer of 1958.

9. On April 1 an experiment was launched for which NASW chapters designated a member who would be responsible for follow-up on mail requests made to CSWE for recruitment information by guidance counselors. Results to date (350 inquiries from guidance counselors have been received since April 1) indicate that this limited study will yield some interesting and useful information for consideration by the Committee on Careers in Social Work in planning further services to guidance personnel.

10. Council mail is flooded these days

with requests from local committees for consultation on recruitment, for materials of all kinds for career meetings, for data on salaries, etc. The real deluge comes from students both at the high school and college level, and occasionally from their parents, requesting information on social work as a career. Whether the request comes from a student, a parent or an active professional recruiter it is usually prefaced by the statement, "I need this material immediately." Please try to get your orders in early and allow ample time for the almost inevitable delays in mail delivery.

11. CSWE and NASW combined forces to participate in a recruitment workshop for interested social workers in Des Moines, Iowa. Sixty persons from all over the state participated and the meetings were productive of stimulating ideas. Now for the follow-through and the pay off.

Other activities, such as the study of student employment, are reported elsewhere in this issue and indicate the breadth and depth of Council recruitment efforts.

THE NATIONAL RECRUITMENT PLAN

Phase One of the Accelerated Recruitment Program was to develop an overall national recruitment plan as a guide for action.

Recently the National Citizens Committee on Careers in Social Work adopted such a plan. It will of course be subject to modification as experience dictates. A summary of the plan follows:

I. GOALS

A. Improve public understanding of modern social work.

In preparation for a better program of interpretation, a study of public opinion as it relates to social work should be undertaken.

B. Create a more favorable image of the social worker and his role in society.

Effort is needed to help the public see the role of the social worker in the same way that it sees the role of the teacher, the doctor and the nurse.

C. Bring to the attention of persons choosing a career, their counselors, teachers, parents and others, the career opportunities in social work.

D. Help the public understand the necessity for professional education of social workers as it understands and accepts the need for professional education in law, medicine, teaching and nursing.

II. PROGRAM

A. Develop an effective country-wide recruitment organization.

1. This organization should be capable of adaptation to the needs of each particular area and might be established on a regional, state or metropolitan basis.

2. The organizational structure should encompass all parts of the community.

3. Funds to finance these activities should be a part of the operating program of each organization.

- B. Develop a broad national program of public interpretation to include:
 - 1. Securing the technical help of the Advertising Council of America.
 - 2. Production of a recruitment film.
 - 3. Utilization of radio and TV programs for spot announcements and other appropriate programs.
 - 4. More intensive use of newspapers and magazines.
 - 5. Preparation of new brochures to answer inquiries about the field and a more widespread distribution of these.
 - 6. Preparation of posters and other materials for exhibit purposes for use with the general public.
 - 7. Provision of a consultation service (including field service) to communities, organizations and specialized groups such as the American Personnel and Guidance Association.
 - 8. Development of an effective working relationship between national public relations efforts and local community activities.
- C. Stimulate the development of additional scholarships for social work education.
- D. Encourage agencies to provide educational leave, work-study plans and financial help to staff for professional study.
- E. Develop more participation by social workers and social work organizations in recruitment.
 - 1. Utilize to the fullest extent the resources of the NASW and its chapters for recruitment purposes.
 - 2. Provide workshops on methods of recruiting for professional personnel.
 - 3. Provide information on successful recruitment projects.
 - 4. Provide advice and consultation to recruitment committees, social agencies, graduate schools and undergraduate departments on recruitment methods as requested.
 - 5. Bring into more effective relationship with the Council's recruitment program, the recruitment activities of national social work agencies, many of which have extensive recruitment programs of their own.
- F. Continue the current recruitment program of the Council.

SUGGESTIONS FOR LOCAL RECRUITMENT - COUNCIL COOPERATION

One of the recommendations of the National Citizens Committee on Careers in Social Work in its National Recruitment Plan (outlined elsewhere in this issue) is the development of community-wide recruitment committees in all of the larger metropolitan areas in the United States. This suggestion grew in part out of the Council's experience with its pilot recruitment centers initiated some years ago in Boston, Cleveland, Maryland, New York, Rhode Island and Virginia.¹

In cooperating with these local community-wide recruitment organizations, the Council proposes to:

- 1. provide consultation and advice to local communities by correspondence and, when possible, through field visits;
- 2. develop and publish recruitment materials and make these available at minimum cost to local recruitment groups;
- 3. serve as a channel of information by reporting significant recruitment activities taking place throughout the country;
- 4. conduct research, sometimes in cooperation with university institutions, on problems of social work personnel and recruitment, and to make the results of such study available, *e.g. vide* "Personnel Entering Social Work Employment from Schools of Social Work, 1957," in this issue;

¹ *Vide* Alex Rosen, "Society's Quest for Brainpower in the Satellite Age and Social Work Recruitment," in *Education for Social Work, Proceedings of the Sixth Annual Program Meeting* (New York: Council on Social Work Education, 1958), especially page 122.

5. provide information on standards and criteria in specified areas of recruitment activity, e.g., *vide Recruitment for Social Work - A Guide for Organizing a Local Recruitment Program*² and the proposed document on financial aid to students described in item 8. under The Accelerated Recruitment Program, this issue;

6. develop display materials which will be available on a loan basis to individual communities and for use at conferences; and

7. conduct or participate in workshops for cooperating staffs in local communities.

In order to establish criteria for measuring the progress of local recruitment efforts it might be well at the very outset to establish procedures for collecting data on:

1. Number of students from the community enrolled in graduate schools and number of undergraduates electing social work as a field of interest or study.

2. Number of inquiries generated locally (including number of persons seeking consultation).

3. Number of social workers and laymen who become involved in recruitment activities.

4. Number of opportunities developed to participate in high school and college career days.

5. Number of faculty and counselors who seek help and information for their work.

6. Record of results of specific projects, i.e. summer work project.

7. Number of new student stipends developed in the community.

Local organizations can assure themselves of Council's recruitment services by affiliation as Cooperating Associate Members. Application blanks will be sent on request to Council office. Suggestions from interested persons and groups are welcome.

PERSONNEL ENTERING SOCIAL WORK EMPLOYMENT FROM SCHOOLS OF SOCIAL WORK, 1957¹

A Preliminary Report on the Survey of Employment Status, as of October 1, 1957
of Social Work Students Who Were Enrolled in the Spring Semester or Quarter, 1957

by

David G. French, School of Social Work, University of Michigan and
Alex Rosen, School of Social Work, Yeshiva University

Introduction

From one point of view the most tangible product of the professional schools of social work is personnel. Each year the index of personnel production—number of students receiving professional social work degrees—is eagerly awaited. In 1957 the index for the U. S. schools of social work was the lowest in ten years—1,612 graduates. For Canadian schools it was next to the highest in ten years—125 graduates. A reversal of the downward trend in the U. S. was indicated by the fall enrollment figures for 1957: the number of full-time students in the U. S. schools as of November 1st was up nine percent over 1956 and was the largest since 1952—4,165. In Canada the number of full-time students was approximately the same as in preceding years—381.

The gross totals on students enrolled and students graduating, important as they are, can do little more than point to the existence of a personnel problem. The factors contributing to this problem, and the appropriateness of measures for dealing with it, require a different kind of information than is regularly gathered on students and graduates of the schools of social work.

¹This survey was conducted by the Council on Social Work Education in cooperation with the accredited graduate schools of social work. A grant by United Community Funds and Councils of America to assist in tabulation and analysis of the data is gratefully acknowledged.

During 1957 the Council on Social Work Education authorized its Committee on Statistics to conduct a survey of the employment status of the 1957 group of graduates. By collecting additional information in connection with that survey it was possible to compile the most detailed data available to date on students going from professional education into social work practice. The data covered social background characteristics, educational preparation, previous employment experience, source of financial support for professional study, area of specialization in graduate study, field of social work entered on completion of education, geographic location of employment, and entering salary. A preliminary oral report on the data gathered in the survey was presented at the annual meeting of the Council on Social Work Education in Detroit in January, 1958. A more detailed analysis of the data is planned which will be focused directly on issues in recruitment, student financial aid, curriculum planning, and job placement.

What follows is a descriptive summary of the information gathered in the survey. It is based only on returns from students who were in the United States schools of social work. Canadian figures have been tabulated separately to avoid obscuring differences which may exist between the two countries. These tabulations are being distributed to the Canadian members of the Council on Social Work Education.²

The Population Included in the Survey

All students who were enrolled full time in a school of social work during the spring semester or quarter, 1957, and who had not returned to school in the fall of 1957, were included in the survey. The survey therefore embraced not only graduates but also students with one year or less of professional education. No students from foreign countries were included.

A total of 1,966 former students in U. S. schools of social work was listed by the schools as eligible for inclusion in the survey. Ninety-two percent of these, or 1,809, responded. Tabel 1 shows the employment status of the students responding.

TABLE 1: EMPLOYMENT STATUS OF FORMER
STUDENTS AS OF OCTOBER 1, 1957
(N=1809)

	Men %	Women %	Total %
Not employed either full or part-time	3	9	7
Employed part-time in social work	1	2	2
Employed full-time in social work	91	87	88
Employed full-time outside social work	4	2	3
	100	100	100
Total Employed Full-Time in Social Work:	1,583		
Total Excluding Third and Fourth Year Students:	1,536		

Students who did not enter social work employment (226) have been excluded from the tables that follow. Forty-seven third or fourth year students also have been excluded. Thus the analysis is based upon the replies of 1,536 students who were full time students in the professional degree program in the spring of 1957 and who were employed full time in social work as of October 1, 1957. Thirty-one of the students responding did not indicate whether they had received a Master's degree and in tables where this information is necessary, these students do not appear, thus reducing the number in the analysis to 1,505.

²Canadian tabulations will be published in the next issue of *Social Work Education*.

Age, Sex, and Marital Status of Former Students Taking Employment

Table 2 shows the proportion of men and women students entering social work employment and also their age distribution, by sex.

TABLE 2: WHAT PROPORTION OF FORMER STUDENTS WERE
MEN AND WOMEN AND HOW OLD WERE THEY?

(N = 1505)

Proportion who were men: 36%

Proportion who were women: 64%

Age	Men %	Women %
24 years and under	8	21
25 to 29	50	31
30 to 34	27	17
35 to 39	9	10
40 years and over	4	20

The fact that over one-third of the group is men is significant. There are characteristic differences in the career lines of men and women in American society which need to be taken into account in developing recruitment programs and in planning curricula. A distinct difference in career objectives of men and women was brought out in the survey. In response to a question as to the type of position they hoped to occupy ten years after graduation, 54 percent of the men checked administration, as compared with 7 percent of the women.

The differences in age distribution of men and women students are also significant. Twenty percent of the women students leaving schools of social work are over forty years of age. One can hypothesize that they are women who entered the field at an earlier age, dropped out because of marriage and child rearing responsibilities, and are now returning for training and reemployment in social work. Further analysis of the data is needed to test this hypothesis, but if it should be confirmed, it would have implications for recruitment, educational planning and job placement.

The figures on age distribution also suggest that only a fairly small proportion, perhaps 20 percent of the women and fewer of the men, enter professional education directly from undergraduate work. Some type of employment experience intervenes. The implications of this for recruitment efforts are obvious.

The marital status and responsibility for dependents of students are worth noting briefly. The data are shown in Table 3.

TABLE 3: WHAT WAS THE MARITAL STATUS OF FORMER STUDENTS?

(N = 1505)

Men	%
Single	27
Married, no children	29
Married, with children	42
Widowed or divorced, no children	1
Women	%
Single	60
Married, no children	18
Married, with children	10
Widowed or divorced, no children	4
Widowed or divorced, with children	6

Forty-two percent of the men are married and have dependents, and an additional 27 percent are married but have no children. Special problems of financing professional study for men are suggested by the relatively high proportion of men with children.

The fact that 60 percent of the women in schools of social work are single no doubt has significance for the continuity of their professional careers. Just what proportion of them will have their careers interrupted by marriage and child rearing responsibilities cannot be estimated from available data. One or more follow-up studies on students included in this survey are planned for five or ten years hence and should shed light on the career patterns of both men and women.

Areas of Specialization During Professional Training

Schools of social work vary in the extent to which they recognize areas of specialization in the professional curriculum. In 1957 they began to report students' field work placements under two classifications: field of practice, and social work method. Respondents in this survey were asked to classify their "majors" during professional training within these two classifications. The results are shown in Tables 4 and 5.

TABLE 4: IN WHAT METHOD OF PRACTICE DID STUDENTS SAY THEY MAJORED?
(N for Men = 546; N for Women = 959)

	Men %	Women %	Total %
Casework	82	92	88
Group Work	12	6	8
Community Organization	3	1	2
Administration	2	0	1
Research	0	^a	^a
Other	1	1	1

^a Less than half of one percent.

Table 5: IN WHAT FIELD OF PRACTICE DID STUDENTS SAY THEY MAJORED?
(N for Men = 546; N for Women = 959)

	Men %	Women %
Psychiatric Social Work	41	39
Child Welfare	21	24
Medical Social Work	5	14
Family Welfare	8	8
Leisure Time Services	9	5
Public Assistance	3	3
Correctional Treatment	6	1
Community Planning	4	1
School Social Work	0	1
Other	3	2

It would be an error to overrate the student's major field and major method of practice during training as a predictor of his career orientation. The common elements in social work curricula are generally thought of as outweighing those related to a particular method or field. Nevertheless, it is significant that 88 percent of the students report their area of specialization as casework, as contrasted with 2 percent who report community organization. It is also significant that a field of practice such as public assistance, where

professional personnel are called on primarily for administrative and supervisory tasks, is seen as a field in which to major by only 3 percent of the students. When it is recognized that approximately 40 percent of the personnel in social work positions, according to the Bureau of Labor Statistics Survey of Social Workers in 1950, are in public assistance programs, the small number of students giving special attention to this field in the course of their training raises questions which need careful study.

Financial Aids to Students in Professional Training

There were 1,180 grants of all types reported by students included in the survey, the total value of which was almost \$2,000,000. The median size of the grants was \$1,755. Inasmuch as the students included in this survey represent less than half of the student body, we can estimate that approximately \$4,000,000 was granted in scholarship assistance to the total student body in residence in U. S. schools of social work in 1957. This may well be an underestimate, since the annual report *Statistics on Social Work Education*,³ indicated 3,347 students were receiving some type of stipend as of November 1, 1957, almost three times the number in the survey who reported receiving a stipend.

Table 6 indicates that the largest source of grants is mental health agencies, taking into account grants from both national and state mental health programs. The schools themselves seem to have a comparatively modest amount of scholarship funds available.

TABLE 6: WHAT WAS THE NUMBER AND SIZE OF GRANTS AVAILABLE TO STUDENTS FROM THE VARIOUS SOURCES OF FUNDS, AND WHAT WAS THE TOTAL AMOUNT OF MONEY DISBURSED?^a

	Median Size of Grants	Number of Grants	Total Value of Grants
National Institute of Mental Health	2,210	199	\$439,790
Child Welfare Programs	1,740	266	462,840
Public Welfare Programs	1,795	115	206,425
Mental Health Other Than NIMH	2,080	82	170,560
Veterans Admin. - Work Study	1,675	96	160,800
Other Programs than Those Listed	1,270	126	160,020
Family Service Programs	1,565	81	126,765
Medical Social Work Programs	1,665	58	96,570
Office of Vocational Rehab.	1,745	47	82,015
School or University Funds	885	77	68,145
Veterans Admin. - G.I. Bill	595	33	19,635
TOTAL	1,755	1,180	\$1,993,565

^aOnly the student's primary grant included.

There seems to be a relationship between source of financial aid and social work method in which the student majored. Ninety percent of the grants came from casework sources (see Table 7) and almost 90 percent of the students majored in casework (see Table 4). One percent of the grants came from community organization sources, and 2 percent majored in community organization. Group work stipends and group work majors are similarly related. The data suggest a positive correlation between the nature of the source of financial aid and the type of major study pursued by the recipient in school.

³*Statistics on Social Work Education*, November 1, 1957 and Academic Year 1956-57 (New York: Council on Social Work Education, 1958) 12.

TABLE 7: WHAT WAS THE DISTRIBUTION OF GRANTS AMONG
THE METHODS OF SOCIAL WORK PRACTICE?

	Number	Percent
Casework	1,038	90
Group Work	84	7
Community Organization	13	1
Administration	9	1
Research	0	0
Other	8	1
Method not reported	27	
TOTAL	1,152	100

In part, too, the nature of the source of funds also influences the type of job the student takes upon graduation. There are here some significant differentials as indicated in Table 8. Many agencies use scholarships to secure more personnel for their particular programs. This appears to be particularly true of the child welfare agencies, 92 percent of whose recipients took employment in that field of practice. It is noteworthy that only 42 percent of the recipients of grants from the National Institute of Mental Health took employment in agencies labelled as psychiatric. The policies governing award of NIMH grants do not include a commitment to work in a mental health agency.

TABLE 8: WHAT PROPORTION OF STUDENTS WHO RECEIVED A GRANT FROM
AN AGENCY DEVOTED TO ONE OF THE FIELDS OF PRACTICE
TOOK EMPLOYMENT IN THAT FIELD?
(N = 1,180)

	Percent Taking Employment in Area of Granting Agency
Child Welfare Agency	92
Public Welfare Agency	86
Family Service Agency	80
Mental Health Agency Other Than NIMH	74
Medical Social Work Program	66
Office of Vocational Rehabilitation	43
National Institute of Mental Health	42

The Positions Entered by Former Social Work Students

At a time of shortage of qualified professional staff, there is considerable competition for the services of social work graduates. Which fields of practice obtained the services of these students and in what proportion? The data are shown in Table 9. Child welfare programs took 35 percent of the students leaving school. Mental Health Services took 20 percent and medical social work received 10 percent, making a total of 65 percent, or two-thirds, of the students going into those three types of programs.

Agencies looking to the schools of social work to staff their programs can estimate the number of recruits they can expect on the basis of these figures. Leisure time agencies can expect less than 100 students annually for the nation as a whole. Community organization agencies can expect approximately 25 students.

TABLE 9: WHAT WAS THE DISTRIBUTION OF STUDENTS WHO TOOK
JOBS AMONG THE VARIOUS SOCIAL WORK PROGRAMS?

<u>Program</u>	<u>Number</u>	<u>Percent</u>
Child Welfare	506	35
Mental Health Services	284	20
Family Service Programs	178	12
Medical and Rehabilitation Programs	144	10
Public Assistance	114	8
Leisure Time Programs	90	6
Services to Adult Offenders	20	1
Other Services to Individuals	74	5
Services to Communities	26	2
Teaching Social Work	4	0
Type of Program or Size of Community not reported	65	0
TOTAL	1,505	100

Median Beginning Salaries in Different Social Work Programs

The social work profession has long been concerned with the matter of financial compensation. Some observers feel that a low salary reflects not only a disadvantageous economic position, but low status among the professions. There is no doubt that salary is an important factor in a college graduate's choice of a profession.

TABLE 10: WHAT SALARIES WERE THE FORMER STUDENTS EARNING
AS OF OCTOBER 1, 1957, BY DEGREE STATUS AND BY SEX?

<u>Men</u> (N = 546)		<u>Median Salary</u>
With a Master's Degree		\$4,715
Without a Master's Degree		4,195
<u>Women</u> (N = 959)		
With a Master's Degree		4,565
Without a Master's Degree		3,905

We may note a substantial differential between salaries for those who had completed their degree work, and those who had not.

A curious and almost paradoxical aspect of the salary levels offered by different types of programs is that the higher paying jobs are attracting the least number of students! Only 8 percent of students are going into public assistance, and only 1 percent into work with adult offenders — two programs which, comparatively, pay rather well. The salaries in these fields no doubt reflect to some extent an already achieved position by students prior to professional education. However they may also suggest that other factors besides salary motivate the student in accepting employment in a particular program. The status of the agency, the nature of supervision available, the value orientations learned in school — evidently these are other motivating factors.

TABLE 11: WHAT WERE THE MEDIAN SALARIES GRADUATES WERE EARNING IN THE VARIOUS SOCIAL WORK PROGRAMS?

	Men (N = 452)	Women (N = 695)
Public Assistance	\$4,915	\$6,000
Family Service	4,315	4,395
Child Welfare - Non-Institutional	4,650	4,490
Child Welfare - Institutional	4,535	4,545
Juvenile Court Work	4,835	4,750
School Social Work	4,750	5,250
Mental Health - Clinics	4,615	4,515
Mental Health - Hospitals	4,830	4,695
Medical Social Work	4,585	4,440
Rehabilitation	4,750	4,645
Work with Adult Offenders	5,125	4,250
Other Services to Individuals	4,770	4,300
Leisure Time Programs	4,900	4,765
Services to Communities	7,250	5,750

Some Observations

1. In the course of this brief report on the employment characteristics of social work students as of October, 1957, we have only highlighted selected findings which are of special interest to schools of social work and employing agencies. It is hoped that schools of social work, employing agencies, and particularly agencies concerned with personnel standards and employment practices and procedures will examine the data closely for possible implications for their work. It is hoped that more detailed tables can be published in monograph form.
2. A grant to finance the additional work is currently being sought. The amount of scholarship aid appears to be considerable. The data seem to suggest that, in part, the source of scholarship funds does influence the type of job the student selects as well as the area of study while in school. How does this affect the ability of the schools to educate students for areas of shortage for which scholarship funds are not available? Should the schools and the Council on Social Work Education further examine the implications of these data, with a view towards joint discussions with the grantors of scholarship funds?
3. The value of the data will be enhanced considerably if similar studies, with perhaps less detail in some areas, can be made at regular three or four-year intervals. In this way, trends in salaries, types of jobs accepted by students, and impact of scholarship programs might, in time, be measured more accurately. In addition, the adequacy of salaries can only be determined when compared with salaries prevailing in comparable fields, such as education and psychology. This has not as yet been done.
4. What are the implications of the data for the structure and content of the curriculum in graduate schools of social work? We learned that almost nine out of ten students majored in the casework method. Many leaders within the social work profession as well as friendly critics in other fields have pointed up the focus of the profession on one-to-one relationships and the comparative neglect of methods dealing with groups and communities. The current Curriculum Study is giving special attention to the problem. Data of the kind presented in this study should help delineate the problem more precisely and point toward methods of achieving a better balance between supply and demand for personnel in social work.

It is significant in this connection that 50 percent of the men majoring in casework see themselves as moving into administrative positions in a number of years. Yet, only 1 percent of the men majored in administration. What can we infer from this situation?

Is it that schools of social work do not provide sufficient education in administration as a method during the two-year Master's degree program, but train students as case-workers and then let them find out about administration on the job? Many students have considerable maturity and job experience and might be expected to benefit from a program focused on administrative theory and practice. The same situation prevails for the field of community organization. This merits the attention of curriculum planners in the graduate schools.

6. In considering next steps, it is important to tabulate and summarize more explicitly than has been done to date the personnel needs of the field and to learn to what degree the schools are meeting these needs. It is hoped that the data gathered in the present survey can be analyzed in more detail and, with other information on personnel, provide guidance for recruitment, training, and allocation of professional personnel for the field of social work.

DETERMINANTS OF CAREER CHOICE AND THEIR IMPLICATIONS FOR SOCIAL WORK*

by Alfred Kadushin

Most Americans make two crucial decisions in early adulthood—they select a mate and they select an occupation. These two decisions are similar not only in that they are of great importance to future organization of a person's life, not only in that they are both tasks with which we are confronted during the same general period in development, but also they are similar in that we lack a comprehensive, empirically validated theory of both mate selection and occupational choice. We just do not know very much about the process which brings people and jobs together.

Occupational Choice Theory

There are several occupational choice theories, among them the work of Eli Ginzberg, Donald Super and the conceptual

framework which grew out of an interdisciplinary seminar sponsored by the Social Science Research Council in 1954.¹ There seems to be general agreement among them that:

1. Occupational choice is a developmental process—not a single act but rather a series of interrelated decisions, each decision affecting and conditioning subsequent decisions.
2. These decisions generally are compromises between competing needs, interests, values and aptitudes within the individual, and are then further "compromised" as the individual faces the reality of differential occupational opportunity and selectivity.

*An abridgement of an address delivered at a session of the National Conference on Social Welfare, Thursday, May 23, 1957, Philadelphia, Pennsylvania. The data were drawn from the extensive bibliography which we are pleased to reprint *in toto*. Dr. Kadushin is associate professor in casework, School of Social Work, University of Wisconsin, presently on leave under a Fulbright scholarship to teach at the Groningen School of Social Work, The Netherlands.

¹ Vide E. Ginzberg, S. Ginsburg, S. Axelrod and J. L. Herma, *Occupational Choice* (New York: Columbia University Press, 1959); P.M. Blau *et al*, "Occupational Choice: A Conceptual Framework," *Industrial and Labor Relations Review*, Vol. 9 (July 1956) 531-543; Donald E. Super, "Vocational Adjustment—Implementing a Self Concept," *Occupations*, Vol. 30 (November 1951), 88-92, "A Theory of Vocational Development," *American Psychologist*, Vol. 8 (May 1953) 185-190, "Career Patterns as a Basis for Vocational Counseling," *Journal of Counseling Psychology*, Vol. 1 (Winter 1954) 12-20, and "Vocational Development—the Process of Compromise or Synthesis," *Journal of Counseling Psychology*, Vol. 3, (Winter 1956) 249-253.

3. There are stages in the occupational choice developmental process, the movement generally being from choice based on phantasy elements to choice based on reality elements.
4. Occupational choice as a developmental process is a part of the total development of the individual and adjustment to a vocation is one aspect of total personal adjustment.
5. Unconscious as well as conscious factors affect the process of occupational choice but choice is, ultimately, a function of the ego. Consequently, the healthier the ego the less compulsive, less limited, are the choice possibilities, the less neurotic the purposiveness of the choice and the more realistically oriented is the choice.
6. Given adequate information about the variety of occupational choices and given the opportunity to select his occupation, the individual will tend to move toward the occupation which best fits his personality configuration and needs.
7. While individual needs, interests, values and aptitudes, developing from each person's unique developmental history and unique inherited potential, will shape the occupational choice process, this process will likewise be influenced by the patterned behavior of the groups (class, ethnic, religion, caste, etc.) with which the individual is affiliated.
8. A distinction is made between occupational preference and choice—choice being regarded as implemented preference. However, because of limited opportunity or chance factors, some preferences may never be implemented and some "choices" may be imposed.

Beyond this emphasis is placed on the different aspects of the occupational choice process.

Ginzberg emphasizes the irreversibility of the process: one decision leads to another which makes subsequent change difficult. For example, the social welfare major in the last semester of his fourth year in college can not easily switch to an engineering career since he lacks the basic preparation.

The Social Science Research Council group calls more explicit attention to the fact that occupational choice results from the process of selection as well as from the process of choice. Each individual has a hierarchy of occupational preferences but he also has a hierarchy of expectancies—an appraisal of his chances of being selected for the preferred occupations, of the difficulties he will encounter in getting into the occupation. The actual decision will reflect a compromise between what he would like to do and what he can reasonably hope to do—being what and who he is. The factor of job opportunities is then as important as occupational preference in determining selection. The hierarchy of occupational preference of a college senior may be medicine first, law second, social work third, but if entry to professional practice in social work is considerably easier than entry to professional practice in either law or medicine the actual choice, the implemented preference, may be social work. To attract more recruits, while maintaining standards, the profession must increase the rewards for entry to the profession so as to elevate the profession in the hierarchy of preference of potential candidates. If this cannot be done, standards may have to be revised downward to raise the profession in the hierarchy of expectancies of potential candidates. A reduction in qualifications and requirements, however disguised, results when the demand for workers exceeds the supply.

The career pattern study done by Super devotes attention to the factors involved in compromise in the occupational choice decision process. The process of compromise is regarded as one of role playing, which provides the opportunity to try out an occupational role and test oneself against the reality of role demands. Role playing further involves the development and refinement of a self concept. What occupation permits me to play the kind of person I conceive myself to be—the self-confident executive, the patient, kindly helper, etc.? In choosing an occupation an individual is indicating what kind of person he thinks he is. The basis for role playing and of the concept of self which determines the roles selected for playing lies in identification.

If role playing based on identification is essential to the compromise process which determines occupational choice, social work is at a disadvantage as far as early determination of choice is concerned. Social work has low visibility for most elementary, high school and college students. It is difficult to identify with an occupation unless one has the opportunity for personal contact. All children have contact with a teacher, most children have contact with a doctor, a minister, etc. Playing teacher or doctor is feasible. Playing social worker is not. There is less likelihood, too, of identification with well known personalities used as ego-ideal models. Most youngsters know the story of the Wright Brothers, of Florence Nightingale or of Thomas Edison. The heroes and heroines of social work are not as yet a part of the literature and folklore of the youth of America.

It should be noted, however, that the above material is theoretical and has not yet been validated. Only Ginzberg has published data in support of his approach. But hundreds of uncoordinated, discrete studies about selected aspects of occupational choice have been made. What can these studies tell us of value to the social work recruiter?

Why the Choice of Social Work?

People are drawn to those occupations which permit them to implement their values, express their interests and fulfill their needs. Many psychoanalytically oriented studies point to the fact that desire for instinctual gratification determines occupational choice. The difficulty here is that occupational choice is invariably more specific than its instinctual instigations. Aggressive needs can be equally well satisfied by reshaping the landscape as a civil engineer or by reshaping society as a community organizer. Further, social work is one of a family of similar occupations. Choosing social work is an act of specification.

What distinguishes the motivations and interests of potential social workers from other groups? In 1949 the American Association of Schools of Social Work polled some 1200 students entering schools of social work to determine why they chose social work as a career.² The principal reasons, in order of frequency, were: 1) a desire to work with people -50%; 2) offers job security -21%; 3) desire to work toward improvement of social and economic conditions -15%; 4) interest in having a better understanding of the behavior, attitudes and relationship of people -12%; and 5) consider personal qualifications best suited to social work -8%.

Rosenberg, in a study of the occupational values of some 2500 undergraduate college students,³ finds that students interested in social work are more likely than any other to emphasize "the ideal job 'must permit me to work with people rather than things' and 'give me an opportunity to be helpful to others'!" On a personality typology analysis social work students show greater concern than others with being liked, wanted, needed, approved of and appreciated.

McCornack and Kidneigh, in a study of approximately 1200 social workers,⁴ delineate the interests of male and female social workers as distinguished from men and women in general. "A strong liking for activities involving people, a strong liking for verbal activities and a dislike of the physical sciences seem to be the distinctive interests of social workers..." Both men and women social workers tend to dislike conservative and athletic people. There is an interesting note to the effect that "what women social workers seem to like most is attending conferences and conventions."

Who Chooses Social Work?

It is often suggested that the limited prestige⁵ and income of social workers

² American Association of Schools of Social Work now Council on Social Work Education *Why Students Choose Social Work as a Career*. No. 1098 Mimeo., New York, undated.

³ M. Rosenberg, *Occupational Values and Occupational Choice*, unpublished Ph.D. Thesis, Columbia University, 1954, New York.

⁴ R. McCornack and J. C. Kidneigh, "The Vocational Interest Patterns of Social Workers," *Social Work Journal*, Vol. 35 (October 1954) 163.

⁵ Vide Alfred Kadushin, "Prestige of Social Work - Facts and Factors," *Social Work*, Vol. 3, No. 2 (April 1958) 37-43.

deters choice of the profession. However, while social work may not be prestigious or lucrative for a doctor's son, it may represent upward mobility and a considerable accretion of prestige and income for the son of a laborer. A number of factors are involved in addition to the implication of upward mobility. Studies show that a high percentage of Negro girls are interested in social work. There is little discrimination against minority groups in social work. Further, where demand is high and supply is low, entry into a particular profession is relatively easier for a member of a minority group. Yet such aspirants may find it most difficult to implement their interest by prolonged education.

Differences in background require differential emphasis: emphasis on the intrinsic satisfactions is necessary to attract students of professional middle class parents; emphasis on the extrinsic satisfactions—the white collar nature of the occupation, professional status, etc., is legitimate in interesting students of minority groups.

Choice of social work requires that the person be willing and able to complete work toward a degree. Whatever factors militate against going to college will militate against a choice of social work as a career.

Women are more likely to be drawn to social work than are men. The kinds of responses that the good worker is called upon to make are regarded as feminine—tender, gentle, warm, accepting, non-aggressive responses. Women are more likely to be attracted to social work for a number of other reasons. It is one of the professions which does not discriminate against women. The fact that "the proportion of women students in the major professional schools is slightly less than it was in 1910" indicates the extent of discrimination of the professions generally against women applicants. Secondly, since most women are either supplementary wage earners or responsible

only for their own support, the matter of low salaries for social workers is not a great deterrent to choice.

The very fact that social work is and in all probability will continue to be, a woman's profession may offer some attraction to men. The National Manpower Council suggests that "the best way for a man to insure his advancement is to prepare for a field of work in which most employees are women."⁷

When Is Choice Made?

At what point in the vocational choice process is interest or preference likely to be established with some constancy? The closer the choice is to occupational preferences of family members, the more constant the choice is likely to be.⁸

The strength of interest and motivation are factors determining timing. If a person's interests, values and needs are strong and unequivocal, if he is aware of such interests, values and needs and aware of the occupation which can serve as the vehicle for the exercise of these interests, values and needs, then choice consistently adhered to, may be made early. Rarely does the student on the high school level consistently encounter either subject matter or activity which are clearly and unmistakably labeled social work so that he may associate the profession with his interests.

If the institutionalized approaches to entrance to the occupation require early choice, then it will be made early. Students interested in nursing are faced with a definite occupational decision upon graduation from high school and choice is, therefore, likely to be made early. Social work does not require a definite commitment either in high school or college. People majoring in a wide variety of fields may still obtain social work jobs upon graduation from college and apply for entrance to schools of social work. In addition the satisfactions of social work are more likely to appeal to a more mature group.

⁶ T. Caplow, *Sociology of Work* (Minneapolis; University of Minnesota Press, 1954) 230.

⁷ National Manpower Council, *Woman Power* (New York: Columbia University Press, 1957).

⁸ D. T. Dyer, "Relation Between Vocational Interests of Men in College and Their Subsequent Occupational Histories for 10 years," *Journal of Applied Psychology*, Vol. 23 (April 1939), 280-288.

How Does An Awareness of Social Work Develop?

Lazarsfeld⁹ demonstrates that primary group contacts, people one knows fairly intimately, are of crucial significance for influencing the decision making process and for effectively communicating the information on which decisions are based. Studies of occupational choice tend to confirm the fact that the personal influence of parents, teachers and friends is an important source for developing awareness of occupations.

Goodman¹⁰ found that only work experience was more potent than personal contacts as a means of developing interest in social work.¹¹ This reinforces the argument for making try-out jobs available to people who would like to explore their interest in social work. Not only does the person have an opportunity to play the role, test himself in the role, live the satisfactions of the role, but also he has contact with social workers who may encourage and develop in him an identification which may result in an emotional commitment to the profession.

The fact that personal contact with people appears to be of prime importance does not mitigate the worth of other channels for familiarizing prospective candidates with social work. *Accurate* information, even though impersonally purveyed, in pamphlet material, interpretative articles, etc., may revise and improve the students' concept of the field in a more favorable direction.

The Problem of Selection and Turnover

We tend to think of recruitment as a specific act. If someone decides on enrollment in a school of social work is he then actually recruited to the field? Is a college graduate who accepts a job with a social agency a recruit to the field? We do not really know, on the basis of these actions,

whether or not a person is recruited to the field. Persistence in choice is as important as choice itself. The answer to the problem of shortage is not recruiting more and more people but rather selective recruitment of people who will remain in the field. One recruit who stays 10 years is equivalent — at least mathematically — to 10 who stay for only 1 year. We are therefore interested in recruiting people who are most likely to develop what has been termed "professional longevity." Candidates who come with as clear a conception of the demands of the field as of its satisfactions are more likely to persist.

What do we know about the kinds of people who are most likely to remain and why do people leave? Voluntary turnover rates of both professional and non-professional personnel in social work is high. The reasons which account for such turnover vary with the degree of professional education.

Twenty-five percent of the 505 graduates completing a questionnaire distributed by the School of Social Service Administration, University of Chicago, had left the field.¹² Similar findings were made in studies conducted by other graduate schools of social work. In the main, only a small number left social work for other occupations. Marriage and family claimed most of the graduates who were not working in the field. Turnover rates for social workers lacking professional education are high but the most frequent reasons noted concern working conditions. Since the highest concentration of non-professional workers is in the public welfare field the data is derived from that area of social work. During the 1953-54 fiscal year California county welfare departments had an annual separation rate of 35.1% — 934 workers voluntarily left within the one year.¹³ Two hundred and eighty-five of these workers responded to a questionnaire on their reasons for leaving. The most frequently cited reason (45%) for leaving was "salary too low."; 74.3% of the

⁹ P. F. Lazarsfeld and E. Katz, *Personal Influence* (Glencoe, Illinois: Free Press, 1955).

¹⁰ Bernice Goodman, *Report of the New York Social Work Recruiting Committee*, Summer Camp Visitation, mimeo, September, 1956.

¹¹ *Vide* Paul T. Steen, "A College Credit Course in Summer Work-Study in Welfare Programs," this issue.

¹² Helen R. Wright, "Employment of Graduates of the School of Social Service Administration," *Social Service Review*, Vol. 21 (September 1947) 316-330.

¹³ U. S. Department of Health, Education, and Welfare, *California Separation of Social Workers* (Washington, D.C.: Bureau of Public Assistance, Social Security Administration, 1956).

men left for this reason, 35.3% of the women. The second most frequently cited reason was "future too limited" (32.6%) unless graduate education was obtained. Third in importance was resignation to attend school (18.6%). However, of the 53 people who resigned for the last reason, only 21 planned to return to social work. Bogdanoff notes that salary differential between worker and supervisor is not regarded as substantial enough to warrant the investment necessary to obtain a social work degree.

There have been a number of such studies and it appears justifiable to state that all of them in one way or another, indicate: 1) graduates of schools of social work are more likely to develop professional longevity than non-graduates; 2) even professional education does not "immunize" women against the lure of the role of wife and mother; 3) salary is a crucial determinant in retaining men in social work; and 4) the "problem of recruitment" may not be a problem of recruitment but rather a problem of retention.

Guides to Action which may be elicited from these findings are:

1. Stress on achieving full professional qualification in that it increases the possibility of retaining people in the field.
2. Increased effort to attract more men and to selectively recruit women for whom the occupational role takes priority over that of wife and mother.
3. Emphasis on improving social work practitioner salaries as well as supervisory and administrative salaries for the retention of men in the field.
4. Retention efforts based on improved working conditions, extended and expanded opportunities for study, more attractive differentials in supervisor-practitioner salaries, etc.

Conclusion

The available literature gives us, at best, only approximations. Almost anything one might say, based on these studies, can be and is violated in specific instances. Furthermore, many of the studies examined

were of social work aspirants rather than social work incumbents, and what may be true for one group may not be true for the other.

The statistical fiction woven from the studies indicates that the person most likely to be susceptible to the advances of the social work recruiter is: a female of above average intelligence, of professional or middle class parents, living in a large northern city, whose occupational values and interests revolve around a desire to work with people in an effort to help them through the use of verbal skills.

It is traditional to plead for more research, but the validity of the plea for research directed to the evaluation of specific techniques in recruitment is clearly illustrated by the material above.

SPECIAL NOTE:

Scoring Test for Social Work in the Strong Interest Vocational Inventory Test

Information received from Dr. John C. Kidneigh indicates that under a special study conducted at the School of Social Work, University of Minnesota scoring keys for social work on the Strong Interest test were devised. There are three machine scoring centers for the Strong test in the United States - Stanford University, Test Score Service in Minneapolis and Education and Testing Service at Princeton. Latest information on these centers indicates that the machines at Stanford and Minneapolis have been wired for scoring the Strong test under the revised key.

University of Minnesota, School of Social Work has done the preliminary work in standardizing a separate test for social workers. The new test has been printed at the University of Minnesota and is being used for all applicants to the school beginning with the group to be admitted for the fall of 1958. It is hoped that, when sufficient data has been accumulated, it will be possible to establish norms on this new test. It will also be possible to do some follow-up work to revise and further standardize the test.

¹⁴E. Bogdanoff and A. Glass, *The Sociology of the Public Caseworker in an Urban Area*, Unpublished Master's Thesis, University of Chicago, 1954.

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DOLLARS AND SENSE Salary Information

The excerpts below were selected for their obvious relevance to social work recruitment. Persons interested in the original documents should write to the organizations cited in the footnotes.

OFFICE OF EDUCATION - FACULTY SALARIES, 1957-58¹

The Office of Education of the Department of Health, Education, and Welfare, recently completed a study of administrative salaries, faculty salaries, an fringe benefits, and student tuition and room and board rates.² Institutions having more than 81 percent of the total higher education enrollment cooperated in the study. By geographic regions, the percent of response ranged from 76 from the West to 85 from the Northeast. Public institutions responded somewhat better than private ones, 83 to 79 percent.

Maximum Salary Reported for Undergraduate Faculty Members, 10 months and under, 1957-58³

INSTITUTIONS	Public				Private			
	Prof- essor	Asso- ciate	Assistant	Instructor	Prof- essor	Asso- ciate	Assistant	Instructor
Universities	\$19,400	12,000	10,000	8,000	21,000	11,500	8,300	6,500
Liberal arts	15,000	10,500	9,100	8,000	16,300	9,500	8,600	7,500
Teachers	10,500	9,000	8,400	7,600	7,000	6,200	6,100	5,100
Junior colleges .	9,400	7,800	7,000	9,700	11,800	9,300	6,000	8,700

¹W. Robert Bokelman, "Faculty Salaries, 1957-58," *Higher Education*, XIV,7 (March 1958), 105-109.

²W. Robert Bokelman, *Higher Education Planning and Management Data*, 1957-58, Circular No. 517, 102 pp. (Washington, D.C.: Superintendent of Documents, 60¢ per copy.)

³"Faculty Salaries, 1957-58," *op. cit.* 107.

MEAN SALARY AND NUMBER OF DEANS AND FACULTY MEMBERS IN SELECTED PROFESSIONAL AND GRADUATE SCHOOLS FOR 10 MONTHS OR LESS AND OVER 10 MONTHS OF SERVICE, 1957-58⁴ & ⁵

Rank and college	10 months and under		Over 10 months		Rank and college	10 months and under		Over 10 months	
	No.	Mean salary	No.	Mean salary		No.	Mean salary	No.	Mean salary
1	2	3	4	5	6	7	8	9	10
Deans					Deans				
Medicine.....	1	\$40,000	60	\$18,100	Law.....	9	\$13,030	96	\$12,800
Dentistry.....	1	12,000	33	14,730	Engineering.....	10	9,620	139	12,900
Veterinary medicine.....			15	13,750	Graduate business.....	1	15,000	9	16,940
Pharmacy.....	3	9,200	60	11,240	Graduate education.....			11	13,720
Nursing.....	4	6,500	26	9,000	Graduate school.....	3	9,830	12	11,740
Social work.....	1	13,800	20	11,440	Theology.....	11	7,050	78	7,440
Professors					Professors				
Medicine.....	253	12,240	903	13,410	Law.....	626	10,890	54	9,390
Dentistry.....	53	9,960	139	11,010	Engineering.....	1,898	9,250	529	10,040
Veterinary medicine.....	25	8,950	127	10,280	Graduate business.....	130	12,100	2	10,400
Pharmacy.....	95	8,430	48	10,080	Graduate education.....	156	10,760	28	12,090
Nursing.....	7	7,670	29	7,460	Graduate school.....	91	9,190	1	10,000
Social work.....	46	9,800	9	7,830	Theology.....	277	7,090	271	5,840
Associate professors					Associate professors				
Medicine.....	192	9,180	781	9,830	Law.....	213	7,640	23	7,630
Dentistry.....	28	7,920	146	9,100	Engineering.....	1,861	7,140	306	7,790
Veterinary medicine.....	17	7,960	84	8,800	Graduate business.....	78	8,530	2	7,600
Pharmacy.....	86	6,790	47	7,930	Graduate education.....	87	7,900	21	8,830
Nursing.....	24	6,130	60	7,280	Graduate school.....	62	7,260		
Social work.....	83	7,550	12	7,000	Theology.....	100	6,100	77	5,250
Assistant professors					Assistant professors				
Medicine.....	185	7,490	1,068	8,110	Law.....	189	6,560	13	7,170
Dentistry.....	35	6,470	127	7,720	Engineering.....	2,018	5,990	400	6,760
Veterinary medicine.....	21	6,150	103	7,180	Graduate business.....	62	6,760	1	6,800
Pharmacy.....	121	5,870	44	7,030	Graduate education.....	66	6,480	5	6,500
Nursing.....	56	5,260	126	5,900	Graduate school.....	47	5,910		
Social work.....	49	6,340	12	5,930	Theology.....	103	4,650	73	4,900
Instructors					Instructors				
Medicine.....	165	6,030	697	6,420	Law.....	55	5,130	3	5,470
Dentistry.....	32	4,240	128	6,080	Engineering.....	1,636	4,780	300	5,510
Veterinary medicine.....	20	4,810	98	6,300	Graduate business.....	10	5,490		
Pharmacy.....	48	4,750	28	5,130	Graduate education.....	22	4,400		
Nursing.....	89	4,340	194	4,950	Graduate school.....	4	4,480		
Social work.....	13	6,880	9	5,320	Theology.....	101	3,520	65	3,700

⁴*Ibid.* 108.

⁵*Vide* Fritz Machlup, "Grading of Academic Salary Scales," "Economic Status of the Profession: A Statement of Policy," and "Instructional Salaries for 1957-58-Final Report," American Association of University Professors. *Bulletin*, Vol. 44, No. 1A (March 1958) 219-236, 214-216, 237-269, respectively; and *Statistics on Social Work Education*, November 1, 1957 and Academic Year 1956-57, Table 14 - Average Salary of Full Time Faculty Members in Schools of Social Work (New York: Council on Social Work Education, 1958) 20.

NATIONAL SOCIAL WELFARE ASSEMBLY --MEMO TO BOARD MEMBERS⁶

A very thoughtful statement re salaries was issued recently by the Committee on Personnel of the National Social Welfare Assembly. Excerpts from this document appear below.

The Present Personnel Shortage

The critical shortage of social work personnel is a continuing, not a temporary problem. Therefore agency boards, now more than ever, are faced with the need to develop salary scales and personnel practices which will both attract and hold competent staff.

In social welfare the demand for qualified personnel has rapidly outstripped the supply. This has led to a nationwide competition for staff, not only with other professions, but among social agencies themselves. . . .⁷

As an agency recognizes the need for various professional services and defines the jobs to be done, the Board of Directors decides the qualifications necessary and the salary required to obtain persons who can best meet these qualifications.

Once staff is recruited and selected, the next question of grave concern to agencies is how to retain it. While recognition of achievement, sound agency management and adequate supplementary benefits are important factors in a retention program, the plain fact is that competent, experienced staff is lost because they cannot live on the salaries paid.

Board Responsibility

Along with the social authority that Boards of Directors of social agencies have, goes the social responsibility of serving as trustees for the total community in guiding the development of their particular agency's program. The wise board recognizes that its ability to carry out this responsibility depends to a large degree

on the quality of its professional personnel.

Evolution of a Profession

...In the early decades of this century, a great deal of social work was done by well-to-do volunteers. As it became apparent that full-time skilled workers were essential, specialized training was developed. Today while the service motive is strong, young men and women entering a professional career in social work expect also to receive realistic remuneration.

Building an Adequate Salary Plan

Social welfare salaries vary from community to community and from region to region.⁸ On the whole, however, they are lower than those of many other professions of comparable complexity and responsibility. Although the social welfare worker has shared in the general upward trend of salaries since 1950, a 30-year lag in salary adjustment still places him in an unfavorable position in relation not only to other professions but also to industrial and commercial positions, some of which do not even require college education. . . .

...The field is confronted with the economic reality that a wage commensurate with professional standards and the high cost of professional training, is necessary if social work is to attract and hold on to competent staff. Boards of Directors must be willing to consider salary levels in this light.

Keeping Up to Date

An agency board which desires to establish an equitable salary program for its professional staff will do well to keep these factors in mind:

1. Training and skills required

...the worker in the field of human development must not only have

⁶ National Social Welfare Assembly, *Memo To: Board Members Re: Salaries*, Committee on Personnel, April, 1957 (Available from NSWA, 345 East 46th Street, New York 17, N.Y. 15¢).

⁷ Vide Alex Rosen, "So What?", *Social Work Education*, Vol. V, No. 6 (December, 1957) 3.

⁸ Vide "Special Recruitment Issue," *Social Work Education*, Vol. III, No. 3 (June, 1955) 3-34, and *Survey of Salaries* (New York: Boys' Clubs of America, 1958) 6.

suitable qualities of personality and character, but must also have specific training and experience. He should be entitled to a salary comparable with that of other professional workers in his own field, and persons employed in other fields whose personal and educational requirements are similar.

2. Experience and maturity factors

A broad range should be developed within each job classification to encourage continuous service and professional growth within the position. This is particularly important for practitioners and program personnel.

Many positions require a number of years of previous experience in professional work, and evidence of maturity in judgement and attitude. In determining base salary for such positions the value of experience and maturity must be realistically estimated.

3. Unusual demands of the position

In those positions where long hours and irregular schedules are the rule, professional workers are expected to meet these special requirements. It is reasonable that they be given recognition in salary for extraordinary

nary demands on their time.

4. Career incentives for professional workers

Studies of people's choice of occupations show that second in importance only to the level of beginning salary is the opportunity for steady advancement in the field. Every agency has a direct stake in helping provide career incentives in salary for persons entering social welfare work, in order to protect for the field the investment made in training and experience. The cost in dollars of the loss of a single well-trained and experienced professional staff person is considerable. The loss in high quality leadership for agency guidance and administration is even more serious. It is imperative that a salary plan offer the stimulation of financial incentive to personal and professional growth at all levels.

5. The Standard of Living

The salary of the professional worker should enable him to maintain himself and his family (herself and her family) at a standard of living and status in the community that is commensurate with his professional obligations and his educational background.

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WHO GETS PAID WHAT?¹
by Seymour Harris
Chairman of the Department of Economics,
Harvard University.

In our society, laws of the market place generally rule. High demand and small supply mean large rewards. Hence the millions for a performer like Frank Sinatra and \$135,000 for a major league baseball player like Ted Williams.

But our interests as a nation and even our survival often require values divergent from those fixed by the market. Probably education ought to count for more. We want more able scientists and teachers desperately. But somehow we seem unable, or unwilling, to divert the monetary stream into the appropriate channels, and we pour more money into alcohol and tobacco than we spend for the education of 40 million Americans. No wonder the pay of a head of a distiller's corporation is close to \$400,000; the highest paid college president receives \$45,000; the lowest, \$1000; and the average, \$11,000.

No single explanation of our pattern of rewards is adequate. Certainly costs of preparation do not account for differentials. Professionals with sixteen years of education or more receive about the same income as managers, executives, and others with only twelve years of schooling; and the income of sales and clerical workers, each with an average schooling of twelve years, is roughly equal to that of craftsmen with only nine years of schooling. I once told a group of incoming graduate students in my department that if they were interested in monetary rewards, they had better quit right then; for the A.B. economist (as in many other fields) earns substantially more than the Ph.D. economist with from three to four years of additional schooling.

Incomes generally rise in proportion to education, though there are notable exceptions. In fact, the college graduate of 1958, on the basis of expected differentials of income (and with no inflation), can look forward to a lifetime income of \$250,000 more than the noncollege graduate. For graduates of Harvard, Yale, Princeton, and other outstanding institutions the differential is even greater. The high rewards to the college trained have persisted despite a

tenfold rise in the number of living college graduates in fifty years.

Is organization the explanation of high pay? The high pay of union labor, notably in the entertainment field, may suggest this. But what of the high incomes of doctors, who are not organized into trade unions and who, on the basis of expected incomes, may look forward to a lifetime income of a million dollars from 1958 to 2008? Restrictions of entry into medical schools are relevant here. In both instances the workers profit from artificially induced scarcities.

Perhaps organization of skilled workers with income greatly influenced by productivity in the automated industries helps account for the low average pay of entertainers, just as the organization of non-faculty employees in colleges tends to depress income of the unorganized faculty: the available income goes disproportionately to those whose incomes respond to market forces and the pressure of union organization. The actors, directors and others are squeezed, as are the unorganized teachers, by the organized workers sharing the entertainment or educational dollars.

Low pay of teachers is related also to the large number of women in public school teaching. Wherever women predominate, pay is low. In all occupations, men receive 50 per cent higher incomes than women; in the professions, two thirds more. The explanation? Low productivity of women, with a short working life and preference for white-collar jobs; concentration where financial support is beset with obstacles—for example, teaching and nursing; and also male prejudices.

In a capitalist society, supply and demand are supposed to explain everything. When the public wants something badly enough, it pays the price. Compare the incomes of the head football coaches and the college librarians.

The table that follows gives some idea of the paradoxes of the American pay structure.

¹ Reprinted by special permission from: *Atlantic Monthly*, (May, 1958) 35-38.

WHO GETS PAID WHAT

1956-1957 dollars (- means "or less"; + means "or more")

	Average	Minimum	Maximum	Comment
Accountants	\$5100 (census)	7% \$2500-	12% \$7000+	Starting salary: \$4668 10 years' experience: \$9336
Airplane pilots and navigators	\$7473 (census)	15% \$2500-	32% \$7000+	
Architects: Beginners Maximum age 62	\$ 4900-5400 14,000	7% \$2500-	37% \$ 7000+ 6% 18,000- 25,000 7% 25,000+	Census: \$6975
Authors	\$5325	33% \$2500-	26% \$7000+	
Barbers, beauticians, and manicurists (female)	\$1409	84% \$2500-	0.5% \$7000+	Helena Rubenstein has earned more than \$25,000,000 in her career as a cosmetician since 1915.
Baseball players: Major league	\$14,700	\$6000	Ted Williams' contract for 1958 was reported to be \$135,000.	
Business executives	\$70,000 (900 top executives)		\$1,624,000	7% \$500,000+ 22% 300,000+ A 1957 survey of <i>Business Week</i> put the top income at \$809,000 — Grace of Bethlehem Steel — and listed 235 with incomes in excess of \$100,000. But the census reports 5,377,000 males in the proprietor, manager, official class with a median income of only \$5228 in 1955.
Clergymen (census)	\$3044	49% \$2500-	2% \$7000+	In large churches in large cities, as much as \$15,000 or even more.
College: Head football coach	\$ 6183	22% \$5000-	17% \$10,000+	Newspapers reported one football offer of \$60,000 in 1957.
Librarian	5437	38% 5000-	5% 10,000+	
Faculty	5243	1% 3000-	13.3% 10,000+	
President	11,314	1.5% 5000- Lowest = 1000	0.5% 30,000+ Highest = 45,000	
Compositors (printing)		1st shift: \$4180 in Parsons, Kan. 3rd shift: 5250 in New Orleans	1st shift: \$6337 in Detroit 3rd shift: 6619 in Detroit	
Construction workers: Bricklayers Carpenters Electricians Plumbers All building	Based on union wage rates for full-time work: \$7240 6260 6680 6700 6440		Note: plasterers' full-time pay varies: Atlanta = \$4000-6750 Chicago = 6800-8150	The census figures are substantially lower because the census definition is more inclusive and the census income figures are based on income actually earned.

	Average	Minimum	Maximum	Comment
Dancing teachers and dancers (census)	\$3740	22% \$2500—	5% \$7000+	Ballet dancers' weekly minimum: New York City = \$93 Touring = 98.25
Dentists	\$8900			Census: \$8000
Newspaper editors and reporters (census)	\$6000	10% \$2500—	23% \$7000+	Top reporters: \$20,000; even as high as \$30,000-40,000. Columnists: as high as \$100,000. Hired publishers: as high as \$100,000.
Engineers: In government In education In private industry Employer and owner of business	\$ 6600 7100 8400 14,700	\$5360 (1955 graduates)	\$10,350 (1920-1924 graduates)	Census: \$6000 A top engineer in private industry: \$125,000+.
Farmers, foresters, and fishermen (family income)	\$1945	62% \$2500—	4.9% \$7000+ 0.2% 25,000+	
Government: Federal civil service, professional Federal public administration (census) State public administration (census) Local public administration (census) Governors Mayors: Population 500,000 Population 10,000-25,000 Health officers (public), local	\$ 6136 5640 4590 4200 16,900 20,903 2625 10,200	\$3410 5% 2500— 14% 2500— 22% 2500— 9000 (N.D.) 10,000 50	\$14,800 18% 7000+ 10% 7000+ 9% 7000+ 50,000 (N.Y.) 40,000 8500	
Hucksters and peddlers	\$1728	80% \$2500—	1% \$7000+	(Census)
Janitors and sextons	\$2632	73% \$2500—	0.2% \$7000+	
Lawyers	Mean \$10,218 Median 7833	5.2% \$3000—	55.5% \$7000+ 0.3% 75,000+	Census: \$7850 8% 2500— Leading lawyers in top New York firms: as much as \$200,000; some as much as \$300,000 or more.
Librarians (female, census)	\$3010	50% \$2500—	0.4% \$7000+	The maximum for director of a public library was \$17,560 (Boston), with New York not reporting. Maximum salaries for special libraries (for example, commercial) exceed \$20,000.
Motion pictures: All workers 1st cameraman Laboratory contact man Chief set, electrician Costumer, Class I Musicians	\$6325 \$16 per hour	\$26,150 12,096 13,653 7945	\$10,000+	Directors: many as little as \$10,000. Perhaps 30 will average over \$100,000. Free-lance directors: one gets \$300,000 per picture but top average nearer \$100,000.

	Average	Minimum	Maximum	Comment
Musicians and music teachers (census)	\$2850	32% \$2500—	11% \$7000+	National scale: Phonograph = \$41.25 (3 hours) Symphony recordings = \$38.50 (3 hours)
Newsboys	\$392	92% \$2500—	0.3% \$7000+	
Nurses (female, census)	\$3000	51% \$2500—	0.4% \$7000+	Basic 8-hour day: Maximum (Calif.) = \$15 Minimum (Me. & Miss.) = 10
Physicians	\$16,017 (self-employed)	1% \$2500—	2% \$75,000+ At least one more than \$250,000.	Census: \$10,050 14% 2500— 59% 7000+ Includes salaried practitioners.
Social welfare workers (female, census)	\$3800	35% \$2500—	1% \$7000+	
Teachers, school	\$4285	\$831 (Miss. beginners)	\$5200 in 11 years (N.Y.)	Census: \$3410 (female) 39% 2500— 0.7% 7000+
Television: Producer Staff musician Cameraman	\$12,500—\$15,000 13,300 8750			Actor: lead in typical half-hour show, \$10,000 frequently and a few at \$25,000. For spectacular and other one-time shows, as much as \$50,000 or more.
Theater — New York Equity actors	5-year average: Yearly: \$800 (Average work per year = 10 weeks; average % membership at work during year = 17) Minimum weekly: Specialty act, \$248 5 li. es or less, 77.50 148.51	37% \$1-499	0.5% \$50,000+	Census figures are much higher than New York Equity figures. At the time covered by Equity, census figures average \$2500-3000. The explanation in part is that income other than that earned in the theater is included in census figures; concentration of numbers is especially high in New York City and hence incomes are especially low.
Musicians — contract hous-	146.95			
Carpenters, electricians, propertymen				
Trade union officers	Mean \$18,800 Median 15,000	\$4730	\$64,719	
Truck and tractor drivers	Mean \$4640	\$3980 in Southwest	\$4860 in Pacific region	Based on 2000-hour year and union rates (1957). Census figure for 1949, adjusted for rise, yields income of \$3750.

This material comes from all kinds of sources: official documents (census and other branches of the Commerce Department, Department of Labor, Department of Health, Education, and Welfare, Congressional Record, congressional hearings), publications of trade associations, letters from experts, municipal year books, trade journals, and so forth. Many figures give only rough approximations but are adequate for comparative purposes.

Census coverage is generally wider than that from other sources and hence tends to yield lower figures. The coverage of professional workers frequently is more extensive (reaching

lowest levels) by the census than in many other studies. I have, therefore, noted where census figures are used.

Where other information was not available, I used census material for 1949, adjusted by appropriate indexes for the rise since 1949 to yield the median for 1956 or 1957. But where the census figures are used, the distribution in each occupation is for 1949. Generally I have used the median (the income of the middle man), and from census sources incomes of males, except where females predominate. I have used census averages for female workers in schoolteaching, nursing, and social work.

AN ANALYTIC APPROACH TO RECRUITMENT MATERIALS

Naomi M. Harward

Foreword

Mrs. Naomi M. Harward, Chairman of the Social Welfare Sequence, Arizona State College at Tempe, takes her recruitment and counselling responsibilities seriously. Consequently she decided to analyze the recruitment materials available for her use in advising students seeking her advice on careers and to review her own method of utilization.

She sought the help of Dr. Milton A. Kiesow, professor of Guidance and Counseling at Tempe. Mrs. Harward described the process of analysis and her own evaluation of recruitment materials in a letter to Sidney Hollander, chairman of the National Citizens Committee on Careers in Social Work of CSWE.

This report has value for all recruiters and a summary of it follows:

Organization of Material

I collected all of the recruitment material I could from the Council on Social Work Education, National Association of Social Workers, Family Service Association of America, B'nai B'rith, and Gertrude Forrester's *Occupational Literature, Career Index and Occupational Index*.

I set up a general social work information file and followed it with folders on the various fields of practice. Students have free access to the material which is filed alphabetically instead of in the traditional grouping of the social services. Social work is new to many of the students and the alphabetical file is more useful to them. The section headings are as follows: 1. General; 2. Administration; Teaching & Research; 3. Casework (cross referenced); 4. Children - (casework); 5. Community Organization; 6. Correctional Work; 7. Family Casework - a. General, b. Specialized; 8. Group Work; 9. Medical; 10. Public Welfare; 11. Psychiatric; 12. School Social Work; 13. Supplementary Data - a. Related Fields, b. Personal Requirements, c. Preparation Required, d. Employment Outlook, 1) For professionally educated workers, 2) For those with a Bachelor's Degree; E. Graduate Schools of Social Work; F. Scholarships and Fellowships for Graduate Social Work Education; and G. Bibliographies of Additional Data.

Outstanding Material

I found Kit. No. 2, the Vocational Guidance Career Kit,¹ produced and sold by the Council on Social Work Education the most helpful. It includes general information on the field, briefs on the fields of practice, a chart presentation of the various types of social work for bulletin board display, information about undergraduate departments and graduate schools, in addition to information about scholarships and fellowships. The material is presented attractively without being over-glamourized. Especially valuable is *Better Human Relations* by Lucy Freeman and *Careers in Social Work*.²

Other material of particular usefulness includes: *Social Work Education*, Special Recruitment Issue, June 1955, which gives the salary ranges for workers in public welfare for 1950 and 1954 for each state in addition to the educational requirements (this volume is, unfortunately, out of print); and "Guide to Classification of Professional Positions," published

¹ Kit No. 2 Order Forms are available on request from the Council office, 345 East 46th Street, New York 17, N.Y. The price per kit is \$1.50. A kit for members of the profession interested in setting up a local recruitment program is available (Kit. No. 1) at \$1.50, and a kit for students (Kit No. 3) is available at 50¢.

² *Better Human Relations* and *Careers in Social Work* may be purchased in bulk at special discount rates. Rates available on request.

by the Family Service Association of America. The latter presents a careful job analysis of casework positions and is helpful for intelligent young students who really want the facts.

Some of the material in the Council Kit on special fields is excellent, notably, a publication of the National Probation and Parole Association. The material on Medical Social Work is of course the most comprehensive, but the folders on School Social Work, Group Work and Psychiatric Social Work are all helpful. (See list of new recruitment materials, this issue.)

Personal Requirements

Most of the literature in the field has very general statements about required intellectual ability. Such statements as "better than average" mental ability are common. The emphasis, however, is usually on personality traits and attitudes. In my experience it is for the most part difficult for a student with less than a B- average to gain admission to graduate school. This becomes very important in guiding C students into positions requiring only a bachelor's degree.

I have on file the excellent statement *Personal Qualifications and Aptitudes* published by the Council as an accompaniment to the career chart, *Careers in the Profession of Social Work*. In addition I have formulated my own list which is as simple a statement as I could devise:

Important Qualities of a Social Worker

- | | |
|--|--|
| 1. Is a warm person | 9. Can see himself as he is |
| 2. Likes to be with people | 10. Can see a thing through |
| 3. Can let other people think and act differently from himself | 11. Can speak and write fairly clearly |
| 4. Can cooperate with others and not have to run the show | 12. Makes a presentable appearance |
| 5. Can take suggestions | 13. Is healthy |
| 6. Enjoys life most of the time | 14. Has faith in people |
| 7. Can think for himself | 15. Believes in every person's right to life, liberty and a chance at the pursuit of happiness |
| 8. Can defend what he believes in | 16. Has the social conscience to attempt to make this a reality |

Preparation Required

From the beginning I try to make it clear to my students that different positions in social work require different education. When I have B or A students I stress the need for the Master's degree, but when I have a straight C student I try to help him face the likelihood that he may not gain admission to graduate school. I try to help him survey the possibilities open to him. I feel very strongly that this must be interpreted individually to each student so that it may be viewed within his specific situation. It is very apparent in our part of the country that we shall require many more workers than those who have obtained the Master's degree and there is a real need for the student with the proper qualifications and the bachelor's degree.

Employment Outlook

I have as much material as possible on this in my file for this is information in which students are really interested. The material for the professionally educated worker is placed first so that most of the students will see it, but I make certain to have material on the outlook for the worker with only the bachelor's degree. This material, plus information on scholarships and fellowships, seems to make the greatest impression on students. I have actual job descriptions and salaries on specific jobs as well as application blanks for positions in the Phoenix area. Unfortunately public assistance jobs in our state pay \$54 per

month less than jobs for recreation workers in the parks, \$64 a month less than jobs as interviewers in the employment service and \$87 a month less than jobs as juvenile court probation officers. The main drawing card of public assistance jobs is the stipends available to a limited number of workers for study in graduate school.

Other jobs available to social welfare majors with a bachelor's degree are Federal civil service jobs in the G-5 classification, group work positions in the community — YMCA, Girl Scouts, and the placement service at the college has advised me that there are openings as personnel workers in industrial plants to which they refer our majors.

Graduate Schools and Fellowships

In addition to the Council's list of graduate schools and its publication on fellowships and scholarships³ I have the catalogues of at least 30 graduate schools⁴ and I add to these as inquiries are made. This material is available to students at all times, *but I find that personal encouragement means a great deal to the individual student.*⁵ The local chapter of NASW is now planning to take on the responsibility of assigning each student interested in graduate education to some member of their recruitment committee for assistance in the mechanics of application for admission and for fellowship assistance when that is needed.

³ *Graduate Schools of Social Work in the United States and Canada* (Free on request); *Social Work Fellowships and Scholarships in the United States and Canada*, 1957-58 and 1958-59, 25¢.

⁴ CSWE has been asked by Mr. Konrad Reisner, Executive Director, Child and Family Service, Peoria, Illinois, for suggestions on how to assure the availability of graduate school catalogues in undergraduate colleges. Local recruitment committees might wish to set up a procedure for this.

⁵ Italics are the editor's.

TRIAL RUNS — SUMMER WORK PROGRAMS

Foreword

The following articles are only two examples of many summer work programs. In a recent communication to CSWE from Mrs. Betty Andersen, Executive Director, Social Work Recruiting Committee of Greater New York, she stated: "Studies have indicated that only a work experience is more potent than personal contact as an effective tool in developing interest in social work."

A COLLEGE CREDIT COURSE IN SUMMER WORK-STUDY IN WELFARE PROGRAMS

by Paul T. Steen

*Associate Professor of Social Work
Gustavus Adolphus College*

Most American undergraduates want to use their summer vacations for income-production or for new experiences, or both. Some others will use it to continue academic pursuits. A few others altruistically give some time in the summer as volunteers in welfare projects. Ordinarily some selection has to be made among these objectives since it is not possible to achieve them all.

The design of a new plan for use of summer vacations by college students in

Minnesota does combine all the goals. Elements from other student projects are utilized, but the total program is unique. The Gustavus Adolphus program operates as an academic course concurrent with paid employment placement. The students enroll in a college course, pay tuition, follow a manual for study, and earn three semester credits. The student also is paid wages equivalent to those paid regular employees. Perhaps the central purpose in the design has been to attract students interested in social work and related social service areas, and

through a placement in eleemosynary institutions to challenge their intellects and spirits by directed academic study and by personal involvement in helping people under realistic conditions.

The organization of the program by the college as a summer school course achieved the following: 1) clearly made it a proper project for an educational institution to sponsor; and 2) served to select students who desired, or at least accepted, an academic experience as an intellectual and theoretical base for direct learning from participation and observation. It thus became a combination of library and laboratory as the learning setting. The academic requirements offered an early opportunity to see the service professions as *learned* professions. Some of the institutions where placement has been made have employed college students outside of this program who were not in academic study. The comparison of the two types of summer workers indicated to administrators that the people in study gave more and received more from their experience.

The students were assembled for a one-day orientation session shortly before beginning their work assignments. They were given manuals which directed their study through the summer which required them: a) to keep a daily journal recording their learning experiences; b) to read and summarize three books from a bibliography; and c) to write a term paper. The paper was due three weeks after the end of the summer. It was to be on a specific topic related to the experience and developed from the reading and the experience.

The project was begun in 1954 when Gustavus Adolphus designed the study course and made arrangements with a state mental hospital staff to accept six students as summer replacement aides. Eight more were accepted as counselors in children's homes and as nursing aides in old peoples homes. The program grew and in 1957 thirty students were placed in various positions with seven state hospitals. As in other years, a few students were placed with church welfare agencies. Last year, more than half of the whole group of thirty-five came from other colleges.

Of eighty-one students participating in four summers, there were eighteen men and sixty-three women. All had completed at least a year of college, only three had finished college. At least one-half of them indicated they had career plans for social work. The others had interest in medicine, nursing, psychology, teaching, and the ministry.

Some appraisal of the program is possible. Formal surveys were used on one summer's group. Also of value in appraisal were verbal statements of the students after completing the program and reports from their college teachers as well as reflections of the hospital people. They added up to a gratifying endorsement of the project. This reporter gained further understanding of the results from a review of the contents of the daily journals. Here one could see the neophyte entering this strange world of the mentally ill with curiosity, sentimentality, and a variety of fears and emerging from the experience with increased confidence and sympathetic concern to which often was added a kind of resolute optimism and dedication. These changes came from the student's learning the hospital programs of care and therapy; learning the limitation of the hospital in the light of the literature and the hospital's own educational lectures; and to a considerable extent from knowing the hospital staff. Most dramatically, it came from knowing the patients as persons.

*There is considerable evidence from the same sources that students made good use of the experience to come to a decision in career choice*¹. It is too early to appraise the effect by statistically reckoning results in terms of careers actually prepared for and entered into. But the students frequently showed they were more confident and enthusiastic in their career choice. As expected, some were attracted by the experience to make a decision to prepare for social work. A good number who had already chosen social work stated the experience had convinced them of the soundness of their plans. Other kinds of careers were selected, too. At least one student has already joined a hospital staff as psychologist. The overall result appeared to be to

¹ Italics are the editors.

move the student noticeably in the direction of his social service career plans.

Much of the achievement of the program is due to the careful planning and wise administrative management by the public welfare officials. The director of personnel and the Commissioner of Mental Health of the state's public welfare agency arranged with the civil service agency in 1956 to permit the appointment of the students on the hospitals' staffs without competitive examination. At the same time, hospital superintendents had reserved funds in anticipation of employing students in the summer program. These two administrative actions made possible the expansion of the program year by year.

Minnesota has seven hospitals for mentally ill, and three for mentally retarded all of which have participated in the program. One hospital has accepted ten students each summer. A hospital for the mentally retarded had five in 1957 and plans to take 15 in 1958.

The mental hospitals decided on the number of students desired and how they would be used. All of the hospitals made special plans in using the students as psychiatric aides. At one place they rotated in giving one-third time to recreation direction, one-third to occupational therapy, and one-third as aides to the social work department. Another hospital rotated their duty in various wards: senile, admissions, and disturbed. Other hospitals which take sizeable groups of students made nine weeks a basis for an elaborate study of mental illness and treatment. In all cases the students were invited to staff conferences and permitted to observe the various medical therapies.

Although the project has been administered by one college, faculty members of other colleges have played an important part in advising on policy, in promoting interest among their students, and in providing reference information required of each applicant.

The outlook for 1958 is that the hospitals will accept fifty students, *but more than twice that number of students will seek the positions*². The students who have participated in the program have been the best promotion media. Commonly a college which sent one or two in 1957 anticipates 10 to 12 interested in coming in 1958. The large number of applications provides an opportunity for screening to insure competent performance on the job and academic work of good quality.

In 1958, the college is dividing the study program into two courses, both operating essentially on the same plan as the previous one. One course will be for students who have completed at least two years of college while an advanced course will be only for students who have three years of college work. The first group will be referred only to placements as psychiatric aides, but the second group will be referred for placement as aides in psychology, social work, recreation, and teaching.

On the basis of experience with the program thus far these forecasts can be made to participants: They will: 1) earn credits which are transferable to the cumulative college record, 2) earn wages, most of which can be saved because of very low room and board expenses, 3) make an important contribution to the well-being of people in need by giving understanding care, 4) gain new insights into the problems and possibilities of ill and retarded people, 5) increase their knowledge and understanding of some of our great social problems and be stimulated to further study of them, 6) gain valuable knowledge about institutional and social programs that aid people in trouble, 7) learn to know the staff who are successfully aiding these people by the professional services given, 8) will better see where they will fit into a career of social service when education is completed and thus plan their future with greater confidence, and 9) grow in knowledge, in understanding, and in worth to their fellow men.

²Italics are the editors.

*SUMMER PLACEMENT OF SOCIAL WORK STUDENTS - N.Y. STATE,
SOCIAL WELFARE UNIT¹*

In the spring of 1957 the Social Welfare Unit experimented with a special project for the summer placement of social work students who were completing their first year of graduate training. In March representatives of the Social Welfare Unit were invited to address a group of graduate students at the New York University School of Social Work. Several first year casework students requested information about the availability of summer jobs. Because of this request, and the increasingly serious staff shortages in casework agencies,² it was decided to experiment and embark upon a promotional and recruitment program.

Up to this time, casework agencies had seldom been interested in employing even fully trained workers on a temporary basis, and they had been particularly unwilling to take on persons who had completed but one year of the two required for the Master's degree. Knowing this, a few employers were sounded out by telephone. The response was so positive that a promotional letter was mailed to a carefully selected group of agencies. At the same time, first year students in graduate schools of social work in the metropolitan area were recruited by mail, through on-campus interviews, by telephone, and by word-of-mouth.

We chose, principally, those agencies offering short-term, not too intensive services, since it seemed likely that they would be more willing and able to take on a partially trained, temporary worker. A total of 112 agencies were reached by mail and telephone. Sixty agencies (54%) responded. Thirty-eight (63%) of these placed orders (including 3 fellowships) for first year graduate casework students, 11 had no openings, 6 had already filled such openings, 4 stated they could not accept partial training and one was not interested. Some agencies indicated more than one position. The 38 orders were listed with us over a period of 4 months. In several instances the employer did not immediately reply or initially gave a negative answer. As shortages due to summer vacation schedules in-

creased, more employers requested our assistance.

As a result of our recruitment in schools of social work, 47 students were registered with the Social Welfare Unit. Of these 26 (55%) were placed by us in 19 of the 38 agencies. A salary breakdown showed that all but two were placed at the rate of \$3600-\$4274 per year. One who had had some previous experience was placed at \$4500. Fifteen received \$4000 a year or more. Salaries were, of course, prorated.

A follow up study was made of the 21 applicants referred but not placed by the Social Welfare Unit. Five took jobs for which they had applied prior to registration with N.Y. State Employment Service; 3 took out of town jobs; 2 secured casework jobs through their own contacts; 2 secured group work jobs; 3 took jobs outside of the social work field; 1 stayed at her field work placement; 1 accepted a fellowship; 1 decided not to work at all and no agency felt able to accept one student who was blind. We were unable to secure data on only 2 of those registered.

We could not meet the needs of 18 agencies that had listed orders for summer workers. ...three of these had never before been willing to interview applicants without complete training. ... It is interesting to note that at the outset we had expected an overabundance of applicants and a lack of openings.

In our promotional letter we indicated that this might be a way of acquainting a potential caseworker with a particular agency. We have already been informed by one agency that their summer worker has been given a 2nd year fellowship grant and will be returning as a permanent staff member after completion of his study....

The applicants were pleased that this service was being offered by the Social Welfare Unit and did an excellent job for us by telling their friends. They appreciated being able to come to one central source

¹This report was submitted to CSWE by Miss Shiela L. Shiren, Employment Interviewer, State of New York, Department of Labor, Division of Employment, Social Welfare Unit.

²Vide MISERY LOVES COMPANY, this issue.

not only for job referrals but also for labor market information, such as types of openings, salaries offered, etc.³....As a recruitment device in a shortage field this had inestimable value in that many of these students will again use our service upon

completion of their graduate degree.

Because of the enthusiastic response of both agencies and students, we are planning to expand this service, beginning early in the spring of 1958 and intensifying our recruitment activities.

³ *Vide* "Employment Outlook for Social Workers"- Reprinted from 1957 edition of *Occupational Outlook Handbook* (BLS Bull. 1215). May be obtained from Superintendent of Documents, Washington 25, D.C. 5¢.

MISERY LOVES COMPANY

SHORTAGES ON STAFFS OF SOUTHERN MENTAL HOSPITALS¹

Results of a study of patient/personnel ratios in public mental hospitals in 1956 have been published to show how the 48 states (plus the district of Columbia) stand in relation to each other in five personnel categories: the number of patients to physicians, psychologists, registered nurses, attendants and social workers. ...no state had an adequate staff in all five personnel categories as measured by American Psychiatric Association minimum standards of personnel adequacy. ("Adequacy" refers in this study only to quantity, not quality, of personnel.) In addition, no state had an adequate number of registered nurses or social workers.²

¹ "Personnel Study Reveals Shortages on Staffs of Southern Mental Hospitals," *Mental Health Forum* (March, 1958) 1.

² For specific suggestions on how to cope with social work staff shortages, *vide* letter to the editor, "Reader's Forum," *Child Welfare*, Vol. XXXVII, No. 5 (May, 1958) 22-23.

ENROLLMENT IN ENGINEERING SCHOOLS DOWN¹

There are 3,457 empty chairs in New York State's engineering college classrooms. While 15,851 full-time day students are enrolled in engineering colleges, 19,308 could be accommodated. There are sixteen such accredited colleges in the state. The Association of Engineering Colleges reported: "Despite reports of overcrowded conditions, there is no shortage of engineering college facilities in the state today and no real shortage is imminent."

¹ *New York Times*, March 21, 1958.

NATION NEEDS PHYSICIANS TO MEET POPULATION RISE¹

The demand for physicians throughout the country by far exceeds the supply. The decline in student enrollment is imperiling future medical care. In 1920, medical schools had 2.4 percent of the total college enrollment. Now, they have 1 percent. It is estimated that by 1965, the figure will be .6 percent. There also seems to be a deterioration in the quality of students applying for medical school. The number of college students entering medical school with grade A averages has decreased from 40 percent in 1950 to 16 percent in 1956. Medical educators admit that the national average of 1.9 applicants for each available place leaves little room for complacency. It means that too many schools must scrape the bottom of the barrel. However, Harvard's share worked out to 11.9 for each available place.

What is keeping good students away from medicine? Several contributing factors have been suggested, including the following: The high cost of medical education. The long grind involved. The lure of science and industry. The decline of learning in general. The insecurity and hardships encountered by practicing physicians. Racial and religious discrimination.

¹ *New York Times*, March 3, 1958.

The shortage of medical teachers has become serious.² Last year medical schools reported 331 full-time faculty positions unfilled, a substantial increase over the 251 reported in 1956.

The physician population ratios vary greatly in regions and states. The Northeast states, for instance, are much better supplied with doctors than the South. Among the states, New York has the highest ration, one physician to 485 inhabitants. Mississippi has the lowest, one to 1,305.

Acute physician shortages are reported in the medical specialties, especially mental health. State mental health hospitals now need more than 3,700 additional physicians.

² *Vide* David Stevenson, "Who Will Teach the Teachers?", *The New Republic* (January 13, 1958) 9-12.

ONLY SIX OUT OF TEN WHO ENTER COLLEGE GRADUATE¹

A recent report issued by the U. S. Office of Education² states that about one of four students who enter college drops out by the end of the first year. This is about equal to the total drop out in the following 3 years combined.

Altogether about 6 out of 10 who enter college graduate, 4 of them from institutions in which they were first enrolled. *More than one-fifth of those who drop out of college permanently were in the top 20% of their high school graduating class.*³

The study indicates that scholarship money was used to pay the expenses of some students of marginal ability while students of demonstrated ability dropped out of college because of financial difficulties. Average family income of the graduates was more than \$1,000 above that of the students who dropped out by the end of the first term.

Forty-two percent of male freshmen in technological institutions were graduated four years later, whereas only 29 percent of the men in teachers colleges completed the four-year program. Engineering attracted 70 percent more freshmen than the next most popular field, business administration. Next in line were medicine, men, chemistry and accounting. Teaching drew 94 percent more women than home economics, the next most popular subject. Next came English, music and business administration.

More than half of the students switched to a different major field of study during their college career. Among men, engineering, physical education, business administration and agriculture, in that order, showed the greatest holding power. Teaching, nursing, home economics, physical education, music and business administration, in that order, had the greatest holding power among women.

Reasons for discontinuing college most often mentioned by men were military service and lack of interest in studies. Women reported marriage and taking a full-time job as chief reasons. Both men and women listed financial difficulties as the third most important reason.

¹ *Higher Education*, Vol. VII, No. 13 (April 15, 1958) 3.

² Robert I. Iffert, *Retention and Withdrawal of College Students*, available from Superintendent of Documents, Washington 25, D.C. 65 cents.

³ Italics are the editor's.

EVERYBODY'S DOING IT — HERE'S HOW!

YOUNG IDEAS

YWCA Teens Establish Social Work Scholarship in Los Angeles

The need for more professionally educated social workers has been recognized by 550 members of 28 Y-Teen Clubs at University High School in Los Angeles, California. They have set up a scholarship fund for graduate social work study which is to be administered by the Los Angeles Metropolitan YWCA through the three graduate schools of social work in California.

From January through March of this year a concentrated effort has been made to raise the initial \$500 (estimated need for a year of graduate education). Mrs. E.P. Kerr, mother-advisor of the Unihi Y-Teen Clubs believes that this unusual effort is the result of 14 years of carefully planned community service projects implemented through recognized social agencies rather than a hit-or-miss "do-gooder" approach. The youngsters are convinced that money raised to permit a local student to complete his or her university education as a professional social worker will be well spent.

Vocational Information Day at North Eugene High School, Eugene, Oregon

Mrs. Lydia Scheidt, Home Service Director, American National Red Cross, Lane County Chapter, Eugene Oregon, utilized CSWE recruitment materials in making a presentation on social work careers at this Vocational Information Day. She reported that 196 students (boys as well as girls) were enrolled in three sessions and that this enrollment was exceeded only by the one for airline stewardesses. She especially commends the Council's recruitment film strip "People and Me."¹

¹A limited number of these film strips, which are in color and have 33 1/3 RPM narrative record, are still available from CSWE office at \$15.00 each.

Undergraduate Internship in Social Welfare - The Florida State University¹

Dr. William Leap, School of Social Welfare, the Florida State University, analyzed the first positions held by graduates of this program for the past three years. There were 111 graduates, 9 are married and not working, and 2 are unaccounted for. Of the 51 in social work, 48 were in casework, 2 in group work, and 1 in community organization. The majority (45) of the caseworkers are with the Department of Public Welfare; 2 are with American Red Cross and 1 is with Travelers Aid. Eighteen of the students have gone on to graduate study, five of whom are presently attending graduate schools of social work.

¹*News Bulletin*, The Florida State University, Vol. IV, No. 1 (December, 1957) 2-3.

Contest Awards for Budding Social Workers in North Carolina

On April 21, Dr. Ellen Winston, Commissioner of Public Welfare, North Carolina, presented Clarene Saulmon and Jerry Barrier with checks in the amount of \$35.00 and \$15.00 respectively at the North Carolina Conference for Social Service. The awards were made for papers submitted in a contest sponsored by the North Carolina Association of Case Workers. The subject of the papers was, "Why Social Work Appeals to Me as a Career." Both Miss Saulmon and Mr. Barrier are 17 years of age. Brief excerpts from their papers appear below.

Clarene Saulmon

Injuries to young personalities caused by society's failure to meet their needs makes today's youth feel resentful against circumstances beyond their control, and hostile against the world. They must be helped to develop their

latent talents and become useful citizens without destroying their self-respect and human dignity.

Jerry Barrier

Human beings are composed of different feelings, emotions, minds and bodies. Often misfortune or misunderstanding present problems which threaten to engulf this varied society. This is the situation which faces my idea of a social worker — a person skilled in the practical and theoretical techniques of studying, working with, and helping people.

I work part time as an assistant director at a local recreational center and every week I meet different personalities... it is impossible not to realize the pressing economic and emotional problems facing members of our community. Realizing that a situation exists is not enough. I like the people with whom I work and I wish to further improve my insight into their problems.

I feel that a major in social work is my choice of a career. Several years ago at a youth conference I heard it said, 'Where a man's aptitudes and the world's needs meet - there is his destiny.' My aptitudes fit and the world certainly needs more people desiring to understand and work with social problems...

All my life I have stood watching the strife and conflict between men, races and nations. I feel that the time for observation is over...I feel that each man's welfare is my responsibility. I plan to meet this responsibility by becoming a social worker.

The Council hopes these contest winners will complete their preparation for social work.

EXPERIENCED HEADS

California Chapters - NASW: A Comprehensive Recruitment Program¹

Recruitment of High School Students

This has been the largest single recruitment activity. Hundreds of high school students have been contacted on "Career Days;" at regular classes; during organized visits to health and welfare agencies; by individual conferences between social workers and students; and through vocational advisors. "People and Me," the Council on Social Work Education's recruitment film strip,² has proved to be an ideal device for use with high school students because of its graphic excellence and scope. Some chapters are contacting summer camp counselors to include social work in job discussions with campers. *Personal contact methods seem to be the most effective.*³ Pamphlets and films are more useful as interest stimulators.

Recruitment at State Colleges (4 year curriculum)

This endeavor has been highly successful, particularly in those colleges offering an undergraduate sequence in social welfare content. The teachers of these courses are active recruiters both for the undergraduate sequence and for subsequent study in graduate school. One chapter reported that 80% of the students in undergraduate social welfare courses enter public welfare employment. It appears to be true that a profession's teachers are the most active recruiters for higher education in the particular field. The San Diego chapter cooperates with the sociology honor society in an annual "Careers in Social Work Day." Fresno College has an informal club for social work majors which publishes a flier entitled "Do-gooders Doin's."

¹ For further information on California NASW Recruitment programs write: Glenn H. Johnson, Chairman, Recruitment Commission, Golden Gate Chapter NASW, 2015 Steiner Street, San Francisco, California.

² "People and Me," Council on Social Work Education, 345 East 46th Street, New York 17, N.Y., Price: \$15.00.

³ Italics are the editors.

Recruitment at Catholic Schools

Catholic Social Service has had an active recruitment program at both Catholic high schools and colleges. Catholic social workers not only offer courses but participate in courses in social welfare in the Catholic schools. Scholarships are granted and temporary interim employment between school terms is available to students. Recruitment has long been recognized as an established agency function to which staff time may be committed.

Recruitment at Junior Colleges

This effort has brought a less positive result. One social worker reported that the Junior College student has pretty much made up his mind about his vocation. Nevertheless, contact has been made with some students and the deans of men and women of a number of these colleges.

Recruitment with Health and Welfare Agencies

This method has been the purpose of the two NASW institutes which were designed to: a) familiarize agencies with the excellent recruitment material and films developed by the NASW and the Council on Social Work Education; b) review with agencies various recruitment techniques; c) help set a climate favorable to recruitment; and d) encourage agencies to provide scholarship assistance, educational leave, and other practical devices to make it possible for students to obtain social work education. Contacts have been made with young people in Hi-Y clubs. Many agencies have been stimulated to invite recruits to talk with social workers and to see the social work services. Chapters are convinced that the backbone of any recruitment program is the staff of the health and welfare agencies. Chapter action has been to stir up and strengthen agency recruitment activities.

Recruitment with the General Public

This has been done primarily through news releases. The appearance of Margaret

Adams, of the national office, on radio and television programs in San Francisco was very effective. Press releases seem to reach those social workers who have raised families and now want to return to work—the woman in the prime of life who wishes to spend her second 35 years in social work. Inquiry from parents of young people trying to decide upon a career is stimulated, too.*

*A review of NASW chapter recruitment activities has been made. *Vide* National Association of Social Workers, Commission on Recruitment, and Rhode Island Chapter, N.A.S.W., "Report of N.A.S.W. Recruitment Activities," March 5, 1958, mimeographed.

Careers Unlimited - Specifically: Careers in Social Work - Detroit, Michigan

Each year, for a period of five years, a carefully planned and organized career exhibit is held in Detroit, Michigan. Mary C. Olsen, Director, School Program, United Community Services of Metropolitan Detroit, keeps CSWE up to date on social work participation in this program. In 1958 the plan called for scheduling students to visit the places of most interest to them. Most students who participated were 11th graders or juniors in high school. Through orientation by their school counselors, prior to the exhibition, students selected the chief areas of their interest for visits and conferences.

A room in the United Community Services building was set aside for conferences with students on social work. An exhibit was prepared for this room consisting of various types of visual aids which were hung on the walls or mounted on a peg board. These consisted of between forty-five and fifty enlarged action shots of clients and agency workers, and mounted charts. CSWE's vocational chart, Careers in the Profession of Social Work¹ was carefully studied by most students. There was also an arrangement of books, brochures, pamphlets, job briefs, folders, and

¹Special discounts are offered on quantity orders for this colorful recruitment device. Information on quantity rates is available from the Council office. The price of one chart with attachments is 25¢.

recruitment leaflets, and a large supply of give-away materials.

A social worker was available for consultation at all times. Eighty-one students attended these sessions: 10 were boys; 71 were girls. Groups varied in size from 2 to 15. At the conclusion of each conference the student was told that he might call Miss Olsen at any time for further information or to make an appointment to discuss future plans for social work education. Follow-up letters will be sent to each student timed to coincide with their graduation from high school.

Since the students who came had selected social work as their first area of interest, they came to learn. They had many questions for which they were seeking answers. Each student came to hear and talk about social work because he wanted to. They talked freely; they asked many intelligent questions; they discussed social problems with which they had had some personal connection. The immediate results of the conferences were most gratifying. Only time will tell how successful they were.

North Carolina Organizes a Council for Recruitment for Social Work²

The Purpose of the Council:

To stimulate and coordinate recruitment activity in such a way that the people of North Carolina have the opportunity to learn about the profession of social work.

To serve as a clearing house to pass along new ideas, and to avoid duplication and overlapping of efforts among the organizations represented.

To serve as a resource committee to persons, agencies and organizations interested in recruitment for social work.

To study the effectiveness of recruitment efforts and suggest ways for improvement.

To provide for broadening recruitment efforts so that every social worker in the state can participate actively in recruitment.³

The Membership of the Council:

Shall be composed of representatives from those social work organizations which have an active interest in recruitment for the field of social work.

Recruitment Responsibility:

Shall be left to the various organizations and agencies. *Efforts are to be focused on recruitment for social work, rather than any specialty in the field.⁴*

Leo Perlis, Director of Service Activities, AFL-CIO, Boosts 1% for Scholarships

On March 11, 1958, Leo Perlis sent the following letter to all AFL-CIO affiliates:

There is an acute shortage of professionally trained social welfare men and women.

It is estimated that by 1960 there will be a shortage of approximately 40,000 social workers alone.

There are many reasons for this shortage:

Social Workers are —

1. Underpaid.
2. Underpraised.
3. Unheralded.

These are some. There are others.

The point is that we need professional social welfare people as we need engineers, physicists and chemists.

The emphasis, however, is all on the physical sciences and too little on the social sciences.

And yet a bridge to the raging heart is as important, at least, as a bridge over a raging river.

We in the labor movement have a

²This outline of organization was supplied to CSWE by Miss Linda M. Summer, Chief Psychiatric Social Worker, Darlington-Florence County Mental Health Clinic, Florence, South Carolina.

³Italics are the editor's.

⁴*Ibid.*

special stake in social welfare because our first concern is with human values.

To stimulate greater community interest in social welfare and to encourage young men and women to take it up as their profession we must help provide scholarships.

It is suggested, therefore, that local AFL-CIO Community Services Committees and AFL-CIO men and women on the boards of local united funds and community chests, acting through their central bodies, propose the following:

1. That the fund or chest allocate the sum of one percent of its total annual campaign goal for scholarships.
2. That this amount, in round figures, be publicized widely during campaign time.
3. That this fund be allocated to a representative group of citizens who shall work through the Welfare Planning Council in cooperation with the local school system.
4. That this citizens' committee determine policies and procedures for the granting of scholarships in the broad area of social welfare - subject to review by the chest, fund or council.
5. That the local citizens' scholarship committee work closely with the universities and schools of social work through their national organizations. The responsibility is there.
The money is there.
The willingness is there.
All we need is action.

One percent of the total aggregate campaign goals of community chests and united funds would result in - \$4,000,-000 a year for scholarships.

Report on Scholarship Program - National Jewish Welfare Board

The following report covers the period from October 1956 through October 1957.

¹ The Presidents' Club of the National Jewish Welfare Board has established such a scholarship with major emphasis on academic achievement and potential for leadership, as of April 1958.

The data were supplied to CSWE by Arnulf M. Pins, Training Associate, Bureau of Personnel and Training, National Jewish Welfare Board.

I. Scholarship Plans: 27 scholarship plans, 23 work-study plans and 2 loan funds in the local Jewish Community Centers and Sections of NJWB

II. Scholarship Applicants: between October 1956 and October 1957, there were 305 scholarship inquiries of which 145 were from individuals seriously interested in and qualified for admission to schools of social work. In the previous year there were less than 50 such inquiries.

41 individuals received scholarships and 26 are on work-study plans

4 individuals are on a combined scholarship-work-study plan

20 more people have been accepted by or have applied to schools of social work but have not entered for lack of financial aid; all of them are definitely interested in Jewish Community Center Work

In the previous year 19 individuals received scholarships, 10 were on work-study plans and 1 received a loan.

For the first time not a single scholarship has been without an applicant. By October 1957 there were no unspent scholarship funds.

III. What Is Needed:

More area scholarships so that commitment is not to one agency.

A national scholarship to assure commitment to the Jewish Community Center field.¹

More work-study plans for those who

have family responsibilities and need more financial aid.

More scholarships and work-study plans in New York City for those who are committed to Jewish Community Center work but do not wish to leave New York City.

Scholarship Information²

School of Social Welfare, Florida State University, Tallahassee, Florida

Available in 1958-59: Four Teaching Assistantships - \$2200-2600; Four Research Assistantships - \$1500-\$2000; Seven Fellowships - \$1000-\$1500; Ten Assistantships -

\$1000-\$1500; Ten Assistantships - \$800-\$1200; Ten Assistantships - \$600-\$1000; Eight scholarships (Florida Residents-First Year Students) - \$1800; Eight scholarships (Florida Residents-Second Year Students) - \$2000; Six V.A. Field Work Placements (Second-Year Students) - \$1600-\$1800; Four Traineeships - National Institute of Mental Health - \$1800-\$2000; Agency Stipends - \$800-\$1800.



SOCIAL WORK EDUCATION
BIMONTHLY NEWS PUBLICATION
COUNCIL ON SOCIAL WORK EDUCATION, INC.

JANE M. HOEY, PRESIDENT
ERNEST F. WITTE, EXECUTIVE DIRECTOR
MRS. JANICE L. GORN, EDITOR

² *Vide Scholarships and Fellowships in the United States and Canada, for the Academic Years 1957-58 and 1958-59* (New York: Council on Social Work Education, 1956) 25f; *Social Work Education*, Vol. V, No. 1 (February, 1957) 10-11, Vol. V, No. 2 (April 1957) 27-28, Vol. V, No. 4 (August, 1957) 5-6, Vol. V, No. 5 (October, 1957) 7, Vol. V, No. 6 (December, 1957) 5, Vol. VI, No. 1 (February, 1958) 3; Milton Wittman, *Scholarship Aid in Social Work Education* (New York: Council on Social Work Education, 1957) \$2.00.

CAREER PUBLICATIONS

New and Revised Recruitment Publications — Council on Social Work Education*

Careers in Social Work — over the years this has been our most popular small pamphlet. Designed for use with high school and college students, it has been revised with all salary information brought up to date. 4th Printing.

Social Work As a Profession — a more extensive and detailed publication than Careers in Social Work, similarly popular and effective. It, too, has been revised and brought up to date. 3rd Printing.

Careers in the Profession of Social Work — a career chart especially designed for use by vocational guidance and counseling personnel, as well as librarians and recruitment committees; colorfully illustrated. Descriptions of the fields of practice and the varied settings in which they are carried out are presented in chart form. Revised to include current data including educational requirements, employment outlook, where to look for a beginning job, etc. 2nd Printing.

Spotlight on Community Organization — produced by United Community Funds and Councils of America.

Is This Your Line? — produced by Psychiatric Section, National Association of Social Workers.

*Order forms and Price Lists are available on request, Council on Social Work Education, 345 East 46th Street, New York 17, N. Y.

Rich Man, Poor Man, Beggar Man — produced by the National Probation and Parole Association.

Recruitment Kits — Council on Social Work Education*

Kit No. 1 — Professional Career Kit — for use by members of the profession, by individuals and by recruitment committees. Includes Recruitment for Social Work — A Guide to the Organization of a Local Recruitment Program. Price: \$1.50.

Kit No. 2 — Vocational Guidance Career Kit — for use by vocational counselors, librarians and guidance personnel. Includes the chart described above, Careers in the Profession of Social Work. Price: \$1.50.

Kit No. 3 — Student Career Kit — for interested students. Includes pamphlets on all of the fields of practice as well as Social Work As a Profession, Careers in Social Work, described above, and Better Human Relations by Lucy Freeman. Price: 50¢.

* Order forms and Price Lists are available on request, Council on Social Work Education, 345 East 46th Street, New York 17, N.Y.

Career Pamphlets and Other Materials

Service Social — une vie, une carrière, une profession — published by the Ann and Harry Bronfman Fund for Social Service, 2075 Rue Mansfield, Montreal 2, Canada.

Want a Future That's Alive — Consider Social Work — available from Careers in Social Work, P.O. Box 989, Jacksonville 1, Florida. Sponsored by Florida Department of Public Welfare.

Let's All Sing — words and music of over 150 songs. American Camping Association, Martinsville, Indiana. 35¢.

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NEW FILMS

Are You Positive?, 16 mm., 13½ minutes, No Charge. National Tuberculosis Association, 1790 Broadway, New York 19, N.Y.

Role Playing in Guidance, 16 mm., sound, black and white, 14 minutes, sale price: \$67.50, rental price: \$3.00; and The Child in the Middle, 16 mm., sound, black and white, 18 minutes, sale price: \$67.50, rental price: \$3.00. Educational Film Sales Department, University Extension, University of California, Los Angeles 24, California.

NEW COUNCIL PUBLICATIONS

Employment Responsibilities of Social Group Work Graduates, Group Workers in Their First Jobs. A report prepared by Gladys Ryland of a study of 121 graduates of schools of social work with a concentration in social group work. The study was conducted by the Committee on Group Work of the Council on Social Work Education. It includes detailed analyses and tabulations showing: characteristics of the group as to age, sex and previous

work experience; job responsibilities carried in traditional and specialized group work settings; percentage of time given to each type of responsibility; the graduates' evaluation of the effectiveness of their educational experience and of the in-service training provided by the agencies; and an analysis of the implications of the study as seen by the Committee on Group Work, as well as its suggestions to schools and agencies for follow-up.

No. 8-22-1.

Price: \$2.00

Education for Social Work - Proceedings of the Sixth Annual Program Meeting, Detroit, Michigan, 1958. GENERAL SESSIONS PAPERS: Ernest F. Witte - The Council on Social Work Education, Charles Frankel - Professional Education as Higher Education, William J. McGlothlin - The Aims of Professional Education, Werner W. Boehm - The Curriculum Study: Highlights and Prospects, Walter P. Reuther - Needed: The Social and Moral Equivalent of the H-Bomb!, Jane M. Hoey - Social Work and the International Scene; SELECTED PAPERS: Lloyd E. Ohlin - The Development of Social Action Theories in Social Work, Grace L. Coyle - Some Considerations in Relating Social Science and Social Work Education, Dan W. Dodson - Undergraduate Preparation for the Helping Professions, John Slawson - Inter-group relations in Social Work Education, Alex Rosen - Society's Quest for Brainpower in the Satellite Age and Social Work Recruitment.

No. 8-18-10.

Price: \$3.00.

Catalogue of Publications - February 1952. Complete catalogue of all Council on Social Work Education publications plus selected items published by American Association of Schools of Social Work still available from CSWE. Annual Supplements will be issued.

No. 8-63-3.

Free on request

New Approaches to Administration and Research in Social Work Education. ADMINISTRATION: Laurin Hyde - Introduction, Edwin A. Bock - Administration's Basic Concepts and the Social Work Curriculum, Wayne Vasey - What Progress Has Administration Made in Defining Its Basic Concepts for Incorporation in the Social Work Curriculum?; RESEARCH: Paul Schreiber - Introduction, Samuel Mencher - How can the Basic Curriculum Foster Research - Mindedness and More Effective Utilization of the Research Approach?, Samuel Finestone - Discussion of Mencher Paper.

No. 7-64-2.

Price: 50 cents

Social Science in the Professional Education of Social Workers. 2nd Printing. by Grace Longwell Coyle. - Earlier Relations Between Social Work and the Social Sciences; "Deepening" the Understanding of Practice; The Professional Functions of Social Workers as Related to Their Education; The Present Uses of "Basic" Materials in Social Work Educations; Science, Philosophy, Art?; Some Practical Questions for Educators.

No. 7-63-26.

Price: \$1.00

Social Process in the Community and the Group. "A Study of Social Process," by Margaret E. Hartford; "A Study of Group Process," by Grace L. Coyle.

No. 8-63-1.

Price: \$1.00

Social Work Education, Special Recruitment Issue. Vol. VI. No. 2 (April, 1958).

Price: \$1.00

